DOCUMENT RESUME

ED 117 249 UD 015 648

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TITLE Title I in Georgia: Annual Evaluation Report 1973-74.
INSTITUTION Georgia State Dept. of Education, Atlanta.
PUB DATE 75
NOTE 109p.

EDRS PRICE MF-$0.76 HC-$5.70 Plus Postage
DESCRIPTORS Basic Skills; Communication Skills; *Compensatory Education Programs; Cost Effectiveness; *Demonstration Programs; Economically Disadvantaged; Educationally Disadvantaged; Educational Programs; Expenditure Per Student; Federal Programs; *Minority Group Children; Preschool Programs; Program Costs; Program Descriptions; *Program Effectiveness; *Program Evaluation; Reading Programs; Socially Disadvantaged
IDENTIFIERS *Elementary Secondary Education Act TitleI; ESEA Title I; Georgia

ABSTRACT

This evaluation report identifies recent trends of Title I and examines their cost. The question said to be addressed is whether Title I financed activities in Georgia have any positive effect on the learning outcomes of participating children. Chapters deal with basic statistics for FY 74, pupil participation, expenditures, impact on achievement, analysis of objectives, other facets, exemplary programs, summary, and recommendations. Thesummary section is discussed in terms of participation, expenditures, and evaluation. Recommendations include the following: that Title I in Georgia be continued, that the concentration on the improvement of basic skills for students be increased, that local educational agencies strive for more formal, more formative evaluation efforts, and that compensatory aid to education be continued on the basis of three-year funding segments rather than the present one-year segment. More system-oriented approaches that define areas of student needs are seen to be the trend. (Author/AM)

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ED117249

TITLE I in Georgia

Annual Evaluation Report 1973-74

ANNUAL
EVALUATION
REPORT
FY 1973/74

STATE OF GEORGIA
for projects supported by
TITLE I - ESEA FUNDS

prepared by
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Linda Anne White
Division of Planning, Research and Evaluation

Georgia Department of Education
Jack P. Nix
State Superintendent of Schools
1975

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EDUCATION & WELFARE
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Foreword

Title I educational programs in Georgia have undergone a gradual shift in emphasis through the years. When the program began in Georgia in 1965 there were few restrictions on expenditures -- a list sent to LEAs that year of activities to consider in planning projects included 49 items. Among fundable activities in 1965 were classroom construction, special audiovisuals, equipment of elementary classrooms for television and radio instruction and arts and crafts programs during summer vacation.

Through the years, the number and kind of activities and services eligible for Title I support changed. Following the early years which focused on hardware, there came a period of emphasis on software. When the results obtained from these thrusts were found to be less than satisfactory, LEAs began to invest in staff. This approach changed also, when it did not result in the gains thought possible for LEAs.

What has been happening in Georgia in the past few years has been a trend toward more systems-oriented approaches. That is, local systems, following the lead established at the federal and state levels, have begun to concentrate funds and hence efforts on a few, carefully-defined areas of student need. This systematic approach -- assessment of student need(s), selection of program objectives based on identified need(s), implementation of program, and evaluation based on stated objectives -- has resulted in a more coordinated and concentrated attack on educational disadvantagement. Once a student need has been identified, the full force of Title I effort can be directed toward meeting that need.

Title I projects in Georgia in 1973-74 fell into 13 activity/service areas, down from 26 in 1972-73, and a great reduction from the 49 originally suggested in 1965. This narrowing of fundable areas is increasingly toward

basic skills. Reading predominates, followed by Mathematics and Preschool activities. Only a few activities in areas other than these were funded in 1973-74. The number of services funded also decreased, with Health Services and Food/Transportation/Clothing receiving the greatest emphasis.

A further change in emphasis has been to greatly reduce funding of activities and services for secondary students. This is due in large measure to the belief that a program of prevention and remediation for young children will probably be of greater value, in the long run, than a remediation program for older youth.

In 1973 there were substantially fewer Title I summer programs in Georgia than in the recent past. This was due primarily to local systems' hesitation to commit to a summer program because of funding uncertainty at the federal level.

Evaluation efforts by local systems vary greatly according to staff expertise and administrative personnel available. For the past few years, the State Department of Education has conducted a series of workshops for Title I LEAs. Among the purposes of these workshops was the encouragement of the use of more formal, more formative evaluation methods for measuring pupil progress. At the present time, use of these methods is not widespread throughout the state. (See Exemplary Programs for examples of systems that <u>are</u> putting these methods to use.) Hopefully, through the combined efforts of Title I personnel at both the state department and local system levels, the use of more objective and effective evaluation techniques will continue to increase.

The following evaluation report is essentially an identification of trends and the examination of the cost of those trends. The question addressed by this report is, "Did Title I-financed activities in Georgia have any positive effect on the learning outcomes of participating children?"

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FY 1974 BASIC STATISTICS

School System Participation	
Systems in Georgia	188
Participating Systems	188
Projects Approved	
Regular Session	188
Summer Session	46
TOTAL	234
Student Participation	
Public School Participants	115,208
Non-Public School Participants	563
Total Student Participants	115,771
Expenditure of Funds	
Allocated for use in FY 74 and expended	$25,859,672
Part A Carry Over from FY 73	10,576,860
Part C Carry Over from FY 73	2,010,795
TOTAL	$38,447,327
Activity Scheduling Patterns	
Systems with Regular Term Activities Only	142
Systems with Summer Term Activities Only	0
Systems with Both Regular and Summer Term Activities	46
TOTAL	188

PUPIL PARTICIPATION

Pupils in Georgia schools participated in a variety of Title I financed ACTIVITIES and SERVICES during 1973-74. Many of the ACTIVITIES feel into two well-defined subject classifications: English and mathematics. Other ACTIVITIES -- those for preschool children, for the handicapped, for dropouts and for those needing tutorial help -- spanned a wide range of subject areas.

SERVICES not necessarily related to a particular academic subject but helpful in supporting all academic areas were provided. These SERVICES -- Speech Therapy, Library, Food/Transportation/Clothing, Social Work, Media and Health Services -- met a variety of the basic needs children must have fulfilled in order to begin to overcome the causes of their educational disadvantages.

A distinction should be made between the number of individual students who participated in any Title I activity and the total number of participants in all activities. Obviously, the total number of participants from all seperate activities is a duplicated total; i.e., it contains individuals who have been counted each time they were involved in a separate activity. This duplicated total is best viewed as a "participation unit" count. It is useful to employ both counting procedures. The first provides information related to the number of individuals who were served by Title I in one way or another; the second provides information related to the concentration of effort on a particular type of activity or service.

TABLE 1 indicates the number of students who participated in each activity/service during the 1973-74 school year. In many school systems, educationally disadvantaged students participated in more than one Title I activity or service. Thus, the total number of "units of participation" (224,832) is greater than the number of individuals (115,771 - from page 5) who participated in one or more activities/services.

The "average" participant was involved in 1.94 activities or services during the 1973-74 school year.

TABLE I

Pupil Participation by Activity/Session

Activity	Regular Session	Summer Session	Total	Percent of Total Participation
English/Reading	87,364	13,807	101,171	44.998
English/Other (Readiness)	165		165	.073
Mathematics	33,410	6,477	39,887	17.741
Vocational Education	165		165	.073
Preschool	8,032	3,840	11,872	5,280
Handicapped	76	305	381	.169
Tutorial-Dropouts	1,233		1,223	.548
Total	130,445	24,429	154,874	68.882

Pupil Participation by Service/Session

Service	Regular Session	Summer Session	Total	Percent of Total Participation
Speech Therapy	312		312	.139
Library	833	313	1,146	.510
Food/Transportation/ Clothing	19,627	18,178	37,805	16.815
Social Work	459		459	.204
Media	1,365		1,365	.607
Health Services	26,797	2,074	28,871	12.841
Total	49,393	20,565	69,958	31.116
TOTAL ALL ACTIVITIES AND SERVICES	179,838	44,994	224,832	99.998

GRAPH 1 shows the percent participation by session (regular, summer) for all activities and services. During the regular session, 80.0% of participation units occured; during the summer session, 20.0% occured. Compared with 1972/73, these percentages indicate an increase in summer session participation relative to regular session. (1972/1973: Regular - 87.1%; Summer-12.9%)

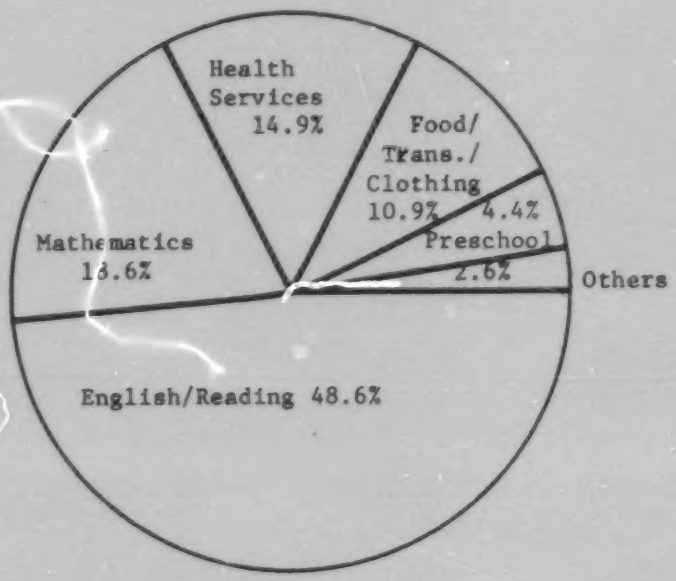
GRAPH 1

Participation by Session for Activities and Services

GRAPH 2 represents the percent of participation by activity/service during the 1973/74 regular session. Five areas show the greatest amount of participation: English/Reading - 48.6% (This is an increase of 4.4% over FY 73.); Mathematics - 18.6% (an increase of 4.6% over FY 73); Health Services - 14.9%; Food/Transportation/Clothing - 10.9% and Preschool - 4.4%. All others together attracted only 2.6% participation.

GRAPH 2

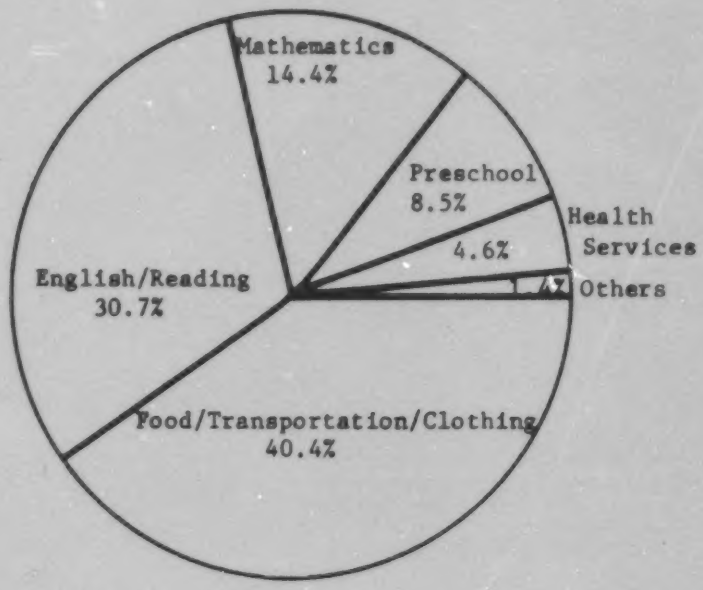
Regular Session Participation by Activity/Service



GRAPH 3 shows the percent participation by activity/ service during the 1974 summer session. As in the regular session, the same five areas (English/Reading, Mathematics, Health Services, Food/Transportation/Clothing and Preschool) showed the highest percentages of participation among all activities/ services. However, among these five, the ranking changed considerably. Food/ Transportation/Clothing ranked highest, with 40.4% participation. English/Reading showed 30.7% participation, followed by Mathematics with 14.4%, Preschool with 8.5% and Health Services with 4.6%.

GRAPH 3

Summer Session Participation by Activity/Service



GRAPH 4 indicates the percent participation for all activities and services for the combined regular and summer sessions. English/Reading with 45.0% and Mathematics with 17.7% together comprised 62.7% of total participation for combined regular and summer sessions. This represents an increase in participation of almost 5% over FY 73 for these two areas and reflects the continually increasing emphasis at the state level on basic skills.

GRAPH 4

Combined Session Participation by Activity/Service

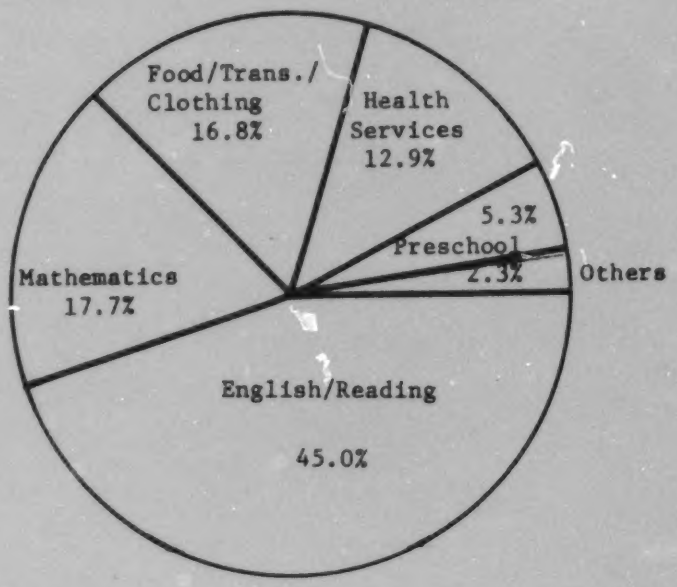


TABLE II shows Title I participation by grade level. It indicates that 87.3% of total Title I participation occurred in preschool and elementary grades.

TABLE II

Participation by Grade Level (Unduplicated)

Regular Session

Grade Level	Number of Participants	% of Total
Pre-K, K	8,060	7.4
1	11,899	10.9
2	15,107	13.8
3	14,555	13.3
4	12,871	11.8
5	12,005	11.0
6	10,784	9.9
7	10,183	9.3
8	6,361	5.8
9	3,710	3.4
10	1,781	1.6
11	1,204	1.1
12	784	.7
TOTAL	109,304	100.0

GRAPH 5 compares 1973 and 1974 Title I participation by grade level. It shows an increased emphasis in 1974 (by 11.6%) on elementary grade participation. (1973 - 75.8%; 1974 - 87.4%).

Graph 5

Comparison of FY 73 and FY 74 Title I
Participation by Grade Level

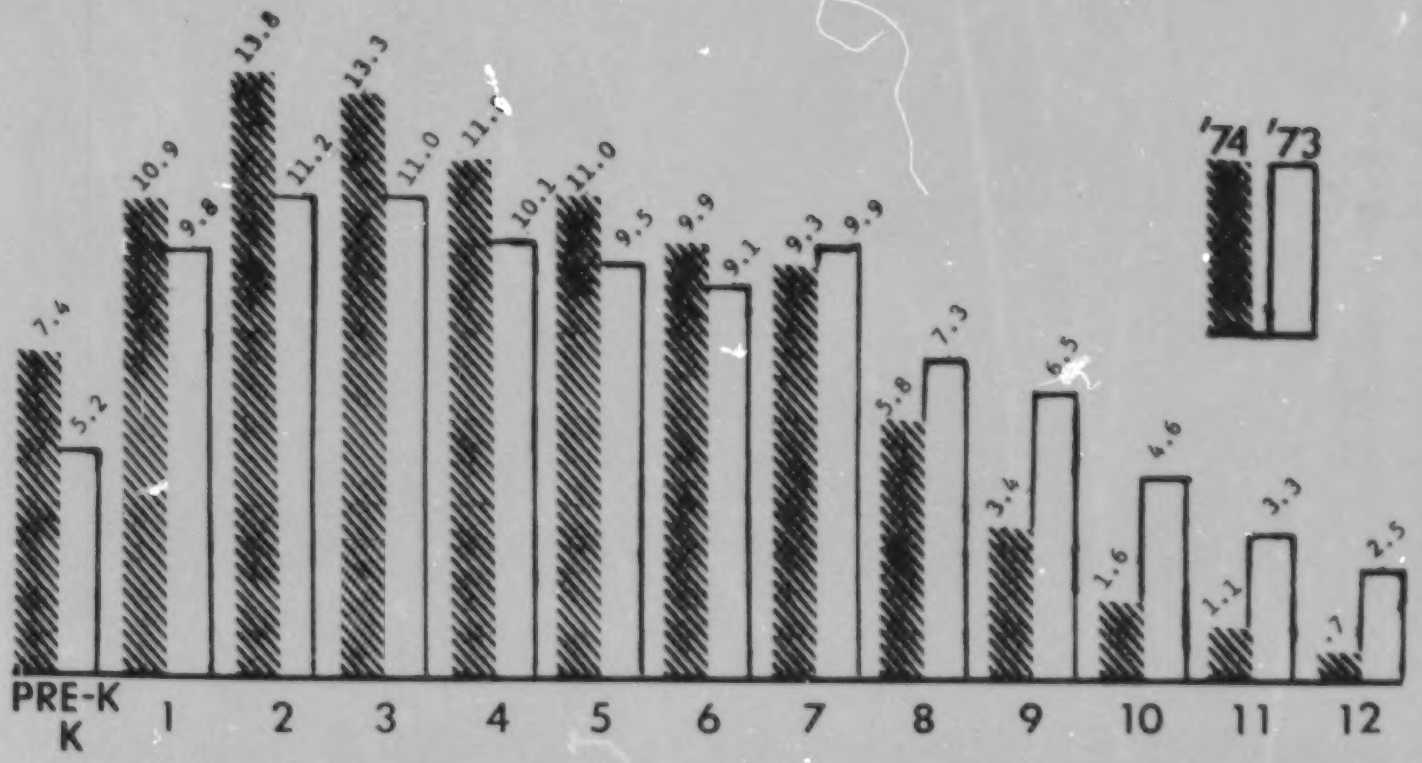


TABLE III indicates that 95.3% of participation in the summer session occurred at the pre-kindergarten, kindergarten and elementary (1-7) levels. This is an increase of 8% above the regular session participation at these levels.

TABLE III

Participation by Grade Level (Unduplicated)

Summer Session

Grade Level	Number of Participants	% of Total
Pre-K, K	3,840	20.63
Elementary (1-7)	13,891	74.64
Secondary (8-12)	881	4.73
TOTAL	18,612	100.00

TABLE IV shows the type and number of schools in Georgia participating in Title I activities. For the combined sessions, 54.6% of public schools and 5.8% of private schools* had students who were involved in Title I activities. Overall, 49.6% of all public and private schools had participants in Title I activities. Of all Title I schools, the greatest percentage (84.5%) were elementary schools.

TABLE IV

Title I Schools in Georgia

Type of School	Total Number of Schools	Schools with Participants	% of Total Schools
Public Elementary	1,381	898	65.03
Public Secondary	557	161	28.91
TOTAL Public	1,938	1,059	54.64
Private	224	13	5.80
TOTAL All Schools	2,162	1,072	49.58

* Due to the fluctuation in private school attendance, school failures and new starts, the statistics on private schools are only our most recent and best estimates.

TABLE V shows the number of Title I participants by school type.

TABLE V

Title I Participants in Georgia

Type of School	Total Enrollment	Title I Participants	% of Total Enrollment
Public Elementary	*641,606	99,874	15.6
Public Secondary	369,745	15,334	4.1
TOTAL Public	1,011,351	115,208	11.4
Private	79,736	563	.7
TOTAL All Schools	1,091,087	115,771	10.6

*Pre-K, K, 1-7

Students participating in Title I activities accounted for 10.7% of the total enrollment in public and private schools in Georgia. For public schools, 86.7% of all participation is at the elementary level. No figures are available for private schools that differentiate elementary and secondary.

Private school participation accounts for 0.7% of total private school enrollment. In order for private school students to participate in Title I, the child must reside within the Title I target attendance area. In order for Title I services to be provided on the premises of a private school; that school must be in compliance with the Civil Rights Act.

TABLE VI shows Title I participation by race.

TABLE VI

Estimated Number of Students
Who Participated in Title I by Race

	Regular Session	Summer Session	Combined Sessions	% of Total
White	42,539	4,440	46,979	36.7
Negro	66,659	14,135	80,794	63.2
Other	106	37	143	.1
TOTAL	109,304	18,612	127,916	100.0

The ratio of white to black students participating in Title I activities is roughly 3:5 for combined sessions. White participation drops from 38.9% in regular session to 23.9% in summer session.

TABLE VII shows Title I participation according to school system size.

TABLE VII

Title I Participation According to School System Size
Based on Total ADA, grades K-12, 1973-74

ADA Range	Number Systems	Total ADA	Average ADA per System	Title I Participation	Average Participation per System	% Participation of Total
44,000-84,999	3	204,984	68,328	8,728	2,909	4.26
31,000-43,999	2	65,875	32,938	3,271	1,636	4.97
21,000-30,999	5	136,165	27,233	11,486	2,297	8.44
11,000-20,999	2	35,140	17,570	2,955	1,478	8.41
10,000-10,999	3	31,318	10,439	2,479	826	7.91
9,000- 9,999	3	28,112	9,371	1,254	418	4.46
8,000- 8,999	2	17,516	8,758	912	456	5.21
7,000- 7,999	4	30,411	7,603	3,506	877	11.53
6,000- 6,999	8	52,199	6,525	6,544	818	12.54
5,000- 5,999	7	38,475	5,496	4,876	697	12.68
4,000- 4,999	14	61,916	4,423	10,948	782	17.68
3,000- 3,999	26	92,630	3,563	16,676	641	17.99
2,000- 2,999	41	101,010	2,464	20,187	492	19.99
1,000- 1,999	50	78,846	1,577	18,335	367	23.25
999 or under	18	13,119	729	3,051	170	23.26
TOTAL	188	987,716	5,254	115,208	613	11.67

It has been observed that, as school system size increases, percent of enrollment in Title I activities decreases. Table VII shows a relatively high degree of Title I participation occurring in small school systems. That is, in small systems a larger percentage of the total enrollment participated in Title I activities.

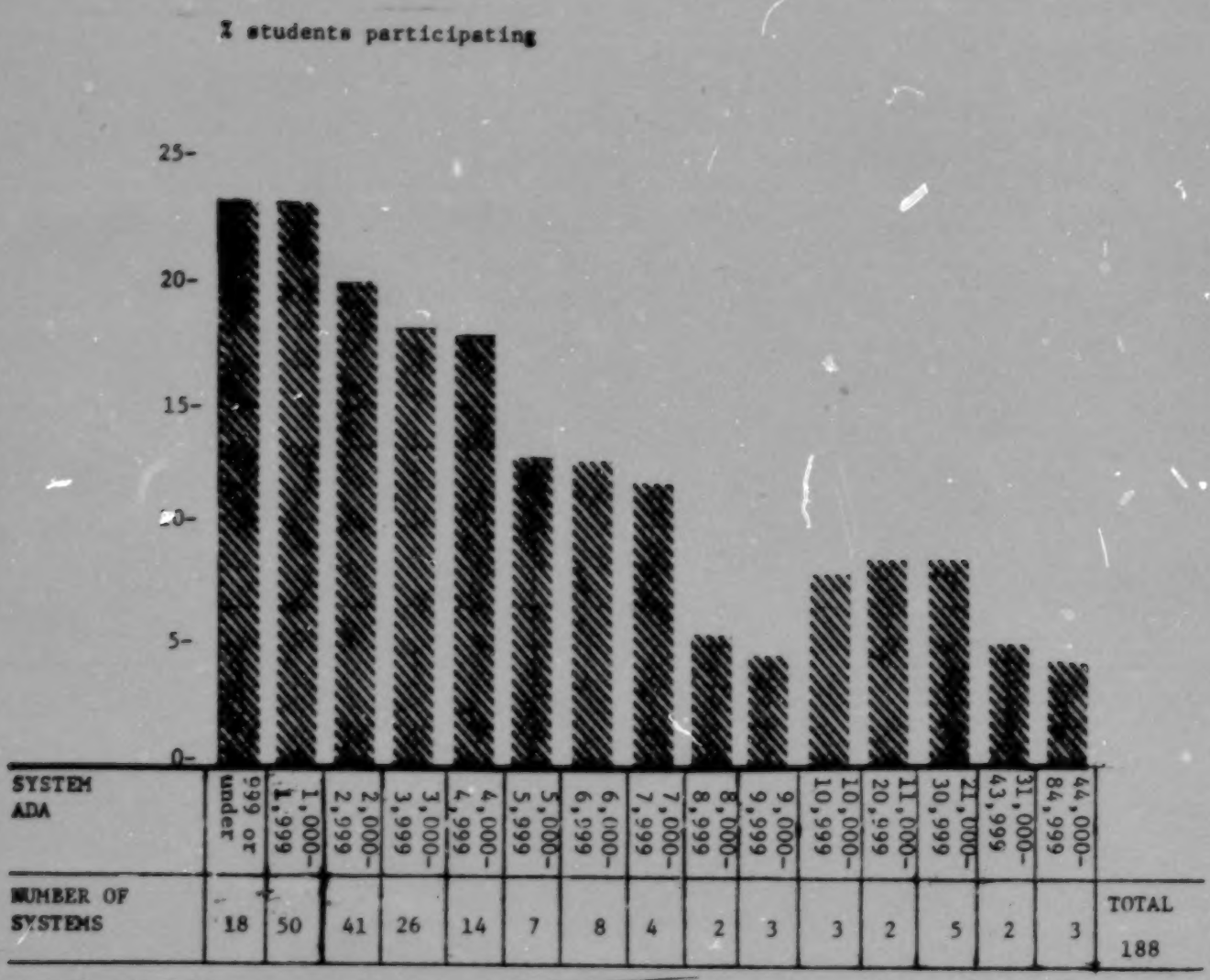
NOTE: In Table V, VI and VII the number of Title I participants is not the same. The total (115,771) in Table V reflects an unduplicated (participant is counted only once, regardless of the number of activities/services in which he participated) count of public school plus private school participants.

The total (127,916) in Table VI represents a duplicated count of participants. That is, some students may have participated in both a regular and a summer program. They would be counted once for each participation, therefore the total participation figure would be greater than an unduplicated count. The total (115,208) in Table VII is an unduplicated count of public school participants, only.

GRAPH 6 shows a comparison of school system size with percent of Title I participation.

Graph 6

Comparison of School System Size with
Percent of Total Enrollment Participating in Title I



SYSTEM ADA	under 999	1,000-1,999	2,000-2,999	3,000-3,999	4,000-4,999	5,000-5,999	6,000-6,999	7,000-7,999	8,000-8,999	9,000-9,999	10,000-10,999	11,000-20,999	21,000-30,999	31,000-43,999	44,000-84,999	
NUMBER OF SYSTEMS	18	50	41	26	14	7	8	4	2	3	3	2	5	2	3	TOTAL 188

Roughly one half (58%) of Georgia's school systems are represented by the first 3 bars on Graph 6. The students enrolled in this group of small systems (ADA less than 3,000) averaged a 21.5% rate of participation in Title I activities. The students in the remaining 42% of Georgia's school systems show a much smaller average rate of participation (9.3%).

TABLE VIII shows the number of schools participating in Title I activities by system size.

TABLE VIII

Number and Percent of Schools Participating in Title I Activities by School System Size

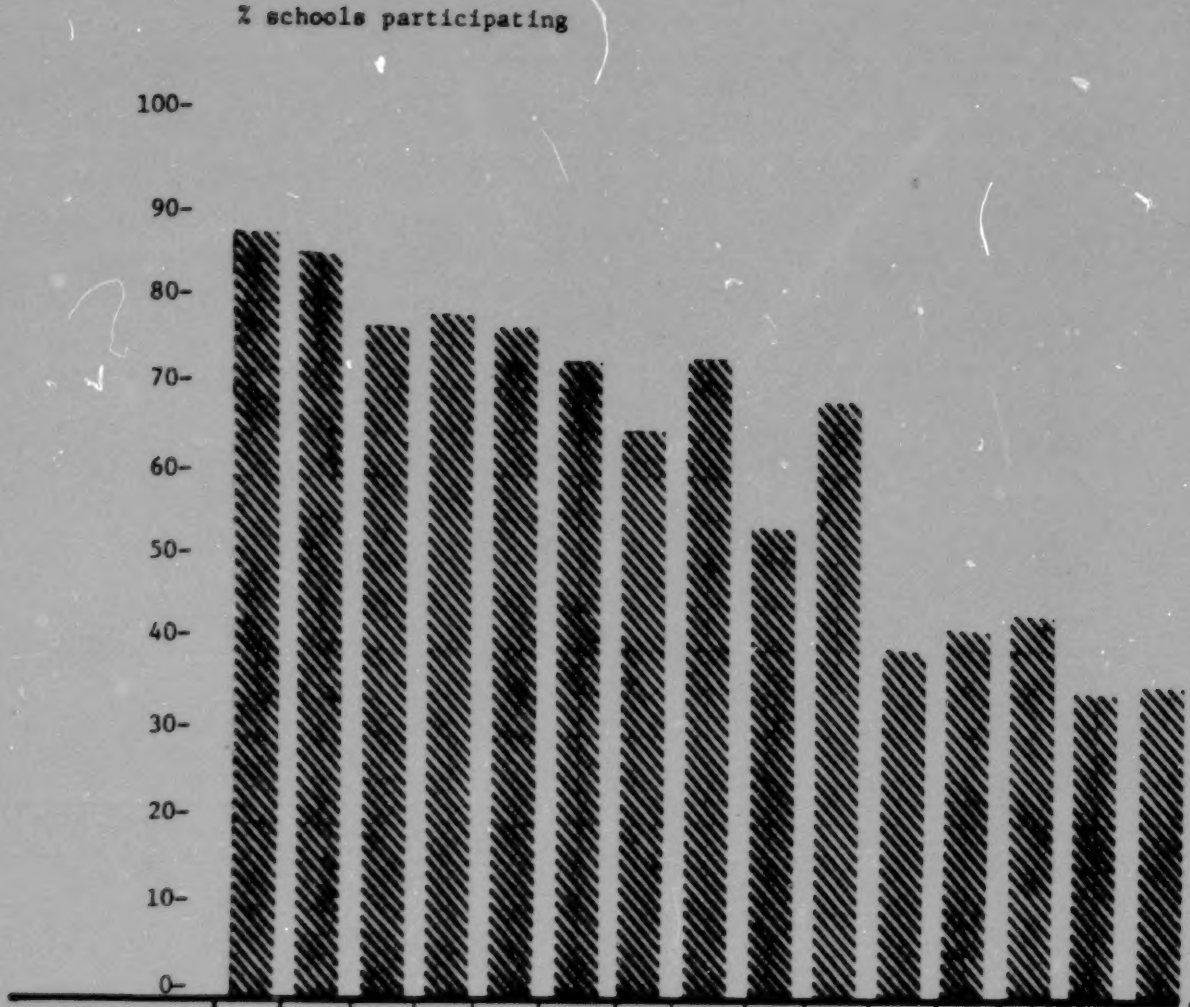
ADA Range	Number of Systems	Number of Schools	Average Number of Schools	Number of Title I Schools	Average Number of Title I Schools	Title I Schools As a % of Total Schools
44,000-84,999	3	304	101.333	106	35.3	34.9
31,000-43,999	2	141	70.500	48	24.0	34.0
21,000-30,999	5	237	47.400	102	20.4	43.0
11,000-20,999	2	60	30.000	25	12.5	41.7
10,000-10,999	3	61	20.333	24	8.0	39.3
9,000- 9,999	3	47	15.666	32	10.7	68.1
8,000- 8,999	2	30	15.000	16	8.0	53.3
7,000- 7,999	4	62	15.500	45	11.3	72.6
6,000- 6,999	8	90	11.250	58	7.3	64.4
5,000- 5,999	7	65	9.285	47	6.7	72.3
4,000- 4,999	14	126	9.000	96	6.9	76.2
3,000- 3,999	26	183	7.038	142	5.5	77.6
2,000- 2,999	41	196	4.780	150	3.7	76.5
1,000- 1,999	50	166	3.320	141	2.8	84.9
999 or under	18	31	1.722	27	1.5	87.1
TOTAL	188	1,799	9.569	1,059	5.6	58.9

Table VIII along with Graph 7 which follows indicate that comparatively higher proportions of schools in the small school systems conducted Title I programs in FY 74. This suggests that higher proportions of schools in small school systems were eligible for Title I programs. With a larger proportion of their schools conducting Title I programs, small systems were able to serve a higher percentage of their total enrollments. Conversely, only a small proportion of the schools in larger systems were eligible for and conducted Title I programs. Thus, larger systems served a lower percentage of their total enrollments in FY 74 than did smaller systems.

GRAPH 7 shows a comparison of school system size with percent of schools in system that participate in Title I.

Graph 7

Comparison of School System Size with Percent of Total Schools in System that Participate in Title I



SYSTEM ADA	under 999	1,000-1,999	2,000-2,999	3,000-3,999	4,000-4,999	5,000-5,999	6,000-6,999	7,000-7,999	8,000-8,999	9,000-9,999	10,000-10,999	11,000-20,999	21,000-30,999	31,000-43,999	47,000-84,999	
NUMBER OF SYSTEMS	18	50	41	26	14	7	8	4	2	3	3	2	5	2	3	TOTAL 188

Related to the percentage of the enrollment which a system is able to serve through Title I activities is the percentage of that system's budget which is expended on Title I activities. Title I funds received and expended by small systems accounted for a larger proportion of the total expenditures of those systems than did Title I funds received and expended by larger school systems in FY 74.

TABLE IX shows Title I expenditures as a percentage of total expenditures by system size.

TABLE IX

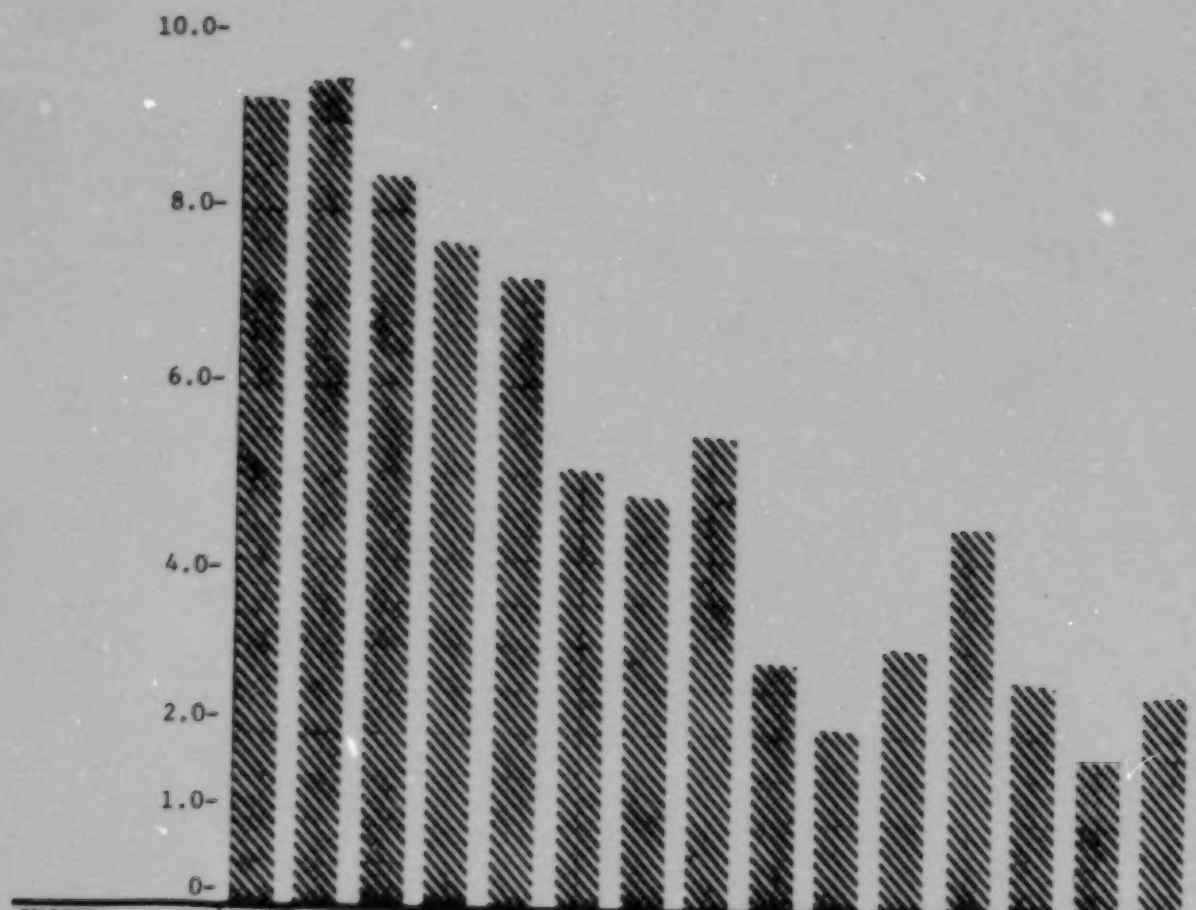
Title I Expenditures as a Percentage of Total Expenditures by System Size

ADM Range	Number of Systems	Title I Expenditures as a Percentage of Total Expenditures
44,000-84,999	3	2.44
31,000-43,999	2	1.74
21,000-30,999	5	2.52
11,000-20,999	2	4.38
10,000-10,999	3	2.99
9,000- 9,999	3	2.02
8,000- 8,999	2	2.72
7,000- 7,999	4	5.40
6,000- 6,999	8	4.62
5,000- 5,999	7	4.97
4,000- 4,999	14	7.19
3,000- 3,999	26	7.55
2,000- 2,999	41	8.35
1,000- 1,999	50	9.41
999 or under	18	9.19

GRAPH 8, based on the data in Table IX, compares the size of a school system with the Title I funds it expends as related to the total expenditures of the system.

Graph 8

Comparison of Title I Expenditures as a Percentage of Total Expenditures by School System Size



SYSTEM ADA	under 999 or	1,000-1,999	2,000-2,999	3,000-3,999	4,000-4,999	5,000-5,999	6,000-6,999	7,000-7,999	8,000-8,999	9,000-9,999	10,000-10,999	11,000-20,999	21,000-30,999	31,000-43,999	44,000-84,999	
NUMBER OF SYSTEMS	18	50	41	26	14	7	8	4	2	3	3	2	5	2	3	TOTAL 188

EXPENDITURES

Total LEA expenditures for Title I in FY 1973/74 in the state of Georgia were $38,447,327. Of that amount, $25,859,672 was allocated for FY 74; $10,576,860 was carried over from Part A FY 73; and $2,010,795 was included from Part C FY 73 carryover.

Because fiscal accounting of educational monies in Georgia is determined by the state auditor and is not consistent with activities accounting by LEAs, it is not possible to receive exact accounting information by activities and services. In addition, many LEAs did not report by activity indirect costs such as administrative costs, maintenance and operation of plant facilities, fixed charges, and capital outlay for various types of equipment, since these expenditures were frequently difficult to assign to one particular activity within a local program. Additionally, some funds were not reported by LEAs and no effective cross-referencing method was built into the reporting requirements to highlight such discrepancies. Therefore, in order to obtain comparable and consistent figures regarding Title I expenditures by system and by activity and service, the following procedure was used. (The figures used in Tables X and XI and any derived from these tables are based on this procedure.)

1. The total expenditure figure was obtained from Fiscal Services.
2. Percentage proportions of total expenditures per category were derived from data submitted by LEAs to the Evaluation Unit.
3. The percentage proportions were applied to the total expenditure figure from Fiscal Services, thereby obtaining "adjusted" per category figures.

TABLE X indicates the dollars spent for each activity and service.

Table X

Estimated Expenditures per Activity/Service

Activity/Service	Combined Session Estimated Expenditures	% of Total Expenditures
English/Reading	$24,146,598	62.805
English/Other (Readiness)	50,175	.131
Mathematics	6,330,518	16.465
Vocational Education	38,947	.101
Preschool	5,957,717	15.496
Handicapped	132,581	.345
Tutorial	334,207	.895
Speech Therapy	28,070	.073
Library	13,233	.034
Food/Transportation/Clothing	903,360	2.350
Social Work	32,280	.084
Media	19,649	.051
Health Services	449,992	1.170
TOTAL	$38,447,327	100.000

English/Reading, Mathematics and Preschool activities accounted for 94.8% of total expenditures for Title I in Georgia. This concentration is a reflection of the increasing emphasis on basic skills throughout the state at the local level.

This increasing emphasis is particularly evident when expenditures by activity are compared for the past three years.

Year	% of Total Estimated Expenditures	% Increase over Previous Year
FY 72	73.7	
FY 73	82.5	8.8
FY 74	94.8	12.3

This shows that the combined areas of English/Reading, Mathematics and Preschool accounted for a larger proportion of Title I dollars in 1973 than in 1972, and an even larger share in 1974 than in the previous two years.

TABLE XI compares expenditures by activity and service for regular and summer sessions. Regular session accounted for 91.3% of total combined expenditures.

Table XI

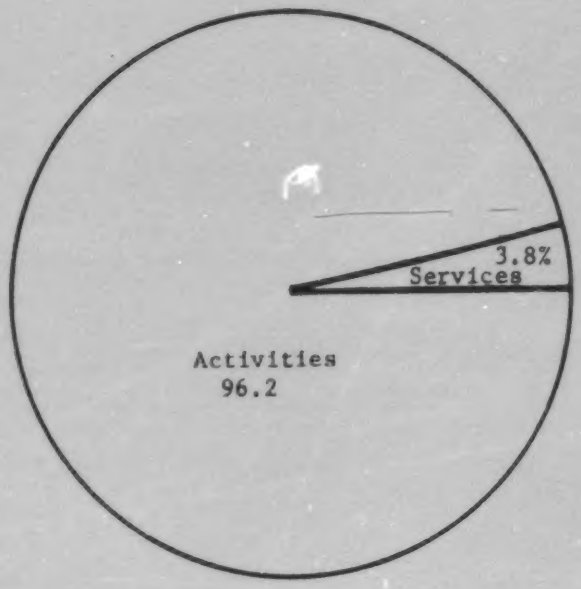
Comparison of Estimated Expenditures
by Activity or Service for
Regular and Summer Sessions

Activity	Regular Session		Summer Session	
	Estimated Expenditures	% of Total Estimated Expenditures	Estimated Expenditures	% of Total Estimated Expenditures
English/Reading	$22,533,840	64.222	$1,612,758	48.000
English/Other (Readiness)	50,175	.143	0	0
Mathematics	5,688,372	16.212	642,146	19.112
Vocational Education	38,947	.111	0	0
Preschool	5,347,322	15.240	610,395	18.167
Handicapped	34,035	.097	98,546	2.933
Tutorial	344,207	.981	0	0
TOTAL	$34,036,898	97.006	$2,963,845	88.212
Service				
Speech Therapy	$ 28,070	.080	$ 0	0
Library	10,175	.029	3,058	.091
Food/Transportation/ Clothing	532,627	1.518	370,733	11.034
Social Work	32,280	.092	0	0
Media	19,649	.056	0	0
Health Services	427,716	1.219	22,276	.663
TOTAL	$ 1,050,517	2.994	$ 396,067	11.788

GRAPH 9 indicates that the bulk of estimated direct expenditures went for activities as opposed to services, which was to be expected. Specifically, $37,000,743 (96.2%) of the total reported) was spent for activities -- Reading, Mathematics, Preschool, etc. -- in contrast to $1,446,584 (3.8%) of the total reported) for supporting services. Though "dollars spent" is an important indicator of effort expended in a particular area, it appears to be more meaningful to consider the percentage composition of the total financial effort. For example, the information that the total estimated expenditure for Vocational Education activities was $38,947 and that the total estimated expenditure for English/Reading activities was $24,146,598 is less meaningful than their percentages of the entire estimated financial effort: .1% and 62.8% respectively.

GRAPH 9

Estimated Direct Expenditures
for Activities/Services
Combined Sessions

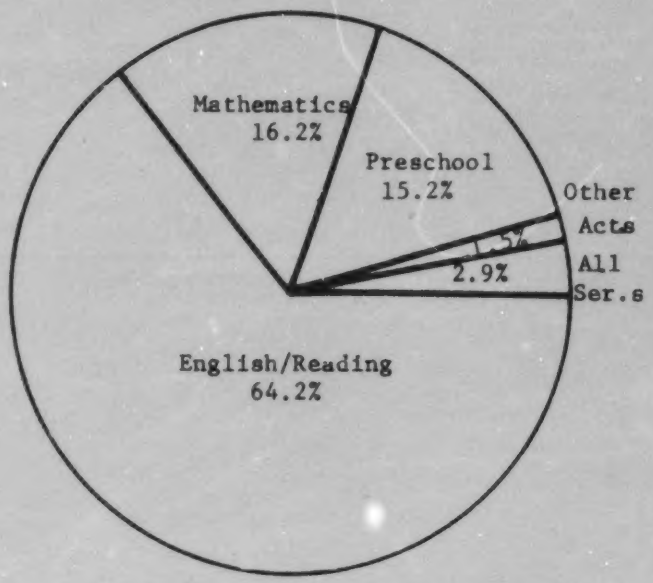


The following graphs illustrate the estimated expenditures for activities and services as percents of the total expenditure.

GRAPH 10 shows estimated expenditures for activities and services for the regular session. It indicates that 97.0% of regular session, estimated direct expenditures was for activities; only 3.0% was for services. Of the total regular session estimated expenditures, 64.2% was for Reading activities, 16.2% for Mathematics activities and 15.2% for Preschool activities. No other service or activity accounted for as much as 3% of these regular session expenditures. It seems apparent, since the three activities of English/ Reading, Mathematics and Preschool account for a total of 95.6% of the Title I activity/service expenditures for the regular session, that the Title I programming emphasis in Georgia during 1973-74 was well defined.

GRAPH 10

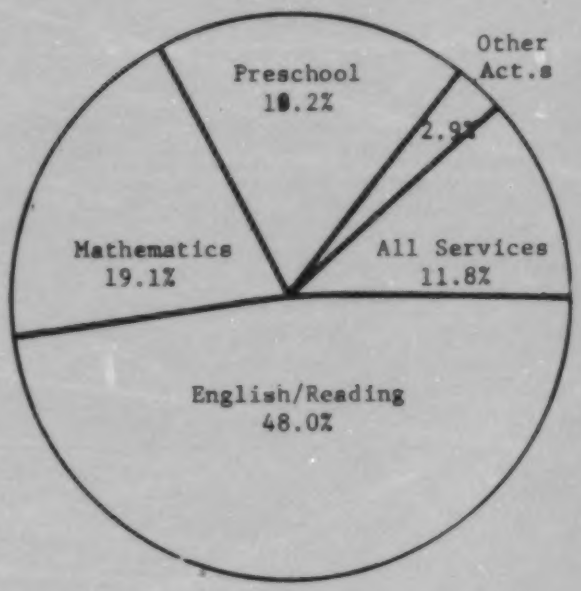
Estimated Direct Expenditures for Activities/Services Regular Session



GRAPH 11 illustrates expenditures by activity/service for the summer session. The same three areas - English/Reading, (48.0%), Mathematics (19.1%) and Preschool (18.2%) - again showed the largest percentage of expenditures, totaling 85.3% among them. No other activity or service showed as much as 3% of expenditures, with the exception of Food/ Transportation/Clothing with 11.0% of total expenditures.

GRAPH 11

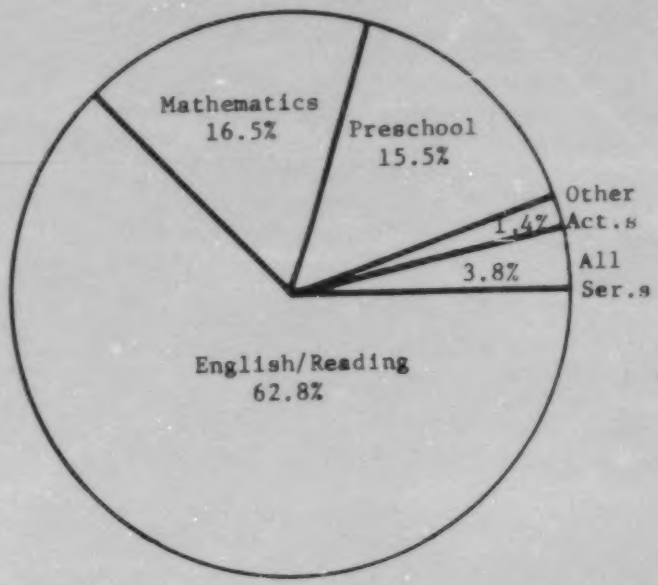
Estimated Direct Expenditures for Activities/Services Summer Session



GRAPH 12 illustrates the expenditure pattern for the regular and summer sessions. As is somewhat dictated by the previous by-session breakdown, the total year expenditure picture reflects the same activity emphasis. Activities accounted for 96.2% of total expenditures; services for 3.8% English/Reading accounted for 62.8% of Title I expenditures, Mathematics for 16.5% and Preschool for 15.5%, totaling 94.8% among the three.

GRAPH 12

Estimated Direct Expenditures for Activities/Services Combined Sessions



No other activity or service received as much as 3% of the total expenditures.

Another way of looking at Title I expenditures is to consider the expenditure per participant, which illustrates how intensely the activities/ services were focused. TABLE XII ranks the seven activities from highest to lowest in terms of expenditure per participant.

TABLE XII

Ranking of Activities According to
Estimated Dollar Expenditure Per Participant

Preschool	$501.84
Handicapped	348.14
English/Other (Readiness)	305.25
Tutorial	279.08
English/Reading	238.67
Vocational Education	235.35
Mathematics	158.71

Preschool activities had the highest per pupil expenditure, $501.84 per child; activities for the handicapped ranked second highest, dropping down to $348.14 per child; English/Other followed with $305.25 per participant. The concentration of Title I funds per participant has shown an increase for the past three report periods; in 1972, only six activities showed an expenditure in excess of $100 per participant. In 1973, all of the top 10 activities were above $100 per participant, with the top four above $200. And in 1974, six of a total of seven activities were over $200 per participant, while the seventh was well over $100. The average expenditure per child across all seven activities was $321.78 in 1974 - more than $100 higher per child than in 1973 ($202.29).

IMPACT ON ACHIEVEMENT

Due to the wide range in school system size (ADA: 445-81,802) and staff sophistication among LEAs, evaluation efforts tend to vary greatly in amount and thoroughness. Some LEAs are using extensive evaluation procedures (see Exemplary Programs) while others have only recently begun testing in terms of program development and improvement. Because of this disparity, the State Department of Education Evaluation Unit has assumed two functions:

1. To verify whether reported data indicate the attainment of locally set goals. Academic activities such as reading and mathematics lend themselves to formal pre- and post-test evaluation procedures, although there is great variance in types of tests and administration of tests. Services, such as Food/Transportation/Clothing, require evaluation procedures based on methods of quantification other than standardized test scores.
2. To tie together evaluation data from forms (see Appendix A) sent to all LEAs. On these forms, LEAs indicated whether they felt a particular activity or service had met its stated objectives. Each activity and service was rated on a four-point scale -- "unsuccessful," "somewhat successful," "successful," and "very successful," -- according to the degree to which the local system felt the activity or service had met its stated objective. The responses were coded from 1 to 4, with 4 representing the highest degree of locally perceived success, "very successful;" 3 representing "successful;" 2 representing "somewhat successful;" and 1 representing "unsuccessful."

As Georgia moves toward more integrated statewide testing procedures, the Department of Education will increase its emphasis on the first function mentioned above. The current report, however, focuses primarily on the second.

TABLE XIII indicates the number of activities, number of participants, Title I funds expended and funds expended per participant, corresponding to each of the levels of success for all Title I activities and services in 1973-1974.

TABLE XIII
Average Expenditure Per Participant,
All Activities and Services Combined

Success Level	Number of Activities	Number of Participants	Funds Expended	Average Funds Per Participant
1	2	5	$ 49	$ 9.80
2	58	23,959	4,408,113	183.99
3	305	92,966	20,084,120	216.04
4	318	107,902	13,955,045	129.33
TOTAL	683	224,832	$38,447,327	$171.00

This table indicates that 623 of 683 activities/services (91.2%) were considered either successful or very successful. The corresponding pupil participation figures, 200,868 of 224,832 (89.3%), and fund expenditures, $34,039,167 of $38,447,327, show general LEA satisfaction with the manner in which the large majority (88.5%) of Title I funds were used.

TABLE XIV

Expenditures by Achievement Levels, FY 73 - FY 74

	1972-73	1973-74
Achievement 1 and 2	$ 73.40	$ 96.90
Achievement 3 and 4	$122.98	$172.69

This table indicates that while success levels 1 and 2 and 3 and 4 showed an increase in expenditures from 1973 to 1974, the higher success levels (3 and 4) reflected a greater increase. That is, there is a greater concentration of funds in programs rated as successful for 1973-1974. This might suggest that more heavily invested programs tend to be more successful. It is interesting to note that the average expenditure per pupil was $96.90 for levels 1 and 2

combined - a difference of $75.79. There may well be a real difference in the relatively small success of the "1" and "2" level programs compared to the higher success of the "3" and "4" level programs that spending more money could affect.

The way in which the money might have been spent -- for example, in-service training, higher teacher salaries, materials or enrichment experiences -- is not evident in the data in the preceding tables, nor are records submitted to the SEA which permit a precise analysis of those major inputs into the school experience of disadvantaged students. A more detailed analysis, looking first at specific activity/service categories, then at specific objective types for these activities/services might be helpful. Therefore, the following tables provide an analysis of selected activities/services followed by an analysis of the objectives that were set for the various programs in Georgia in 1973-74.

TABLE XV indicates by success level the number of activities, number of participants, Title I funds expended and funds expended per participant for English/Reading.

TABLE XV
Activities, Participants and Expenditures
English/Reading

Success Level	Number of Activities	Number of Participants	Funds Expended	Average Funds per Participant
1	-	-	$ -	$ -
2	29	16,272	3,156,410	193.98
3	123	54,117	13,963,669	258.03
4	71	30,782	7,026,687	228.27
Total	223	101,171	$24,146,766	$238.67

English/Reading activities received a major emphasis in Georgia during 1973-74. For that reason, LEA perceptions of the success of these activities are of particular importance.

Of 233 activities, 194 (87.0%) serving 84,899 of 101,171 participants (83.9%) were perceived to be either "successful" or "very successful" by LEAs. In general, higher expenditures per participant coordinated with higher levels of success were typical of the Title I program as a whole, though not necessarily of each of its components. However, this is not the case for English/Reading, since the highest expenditures per participant were reported for the "successful" (Level 3) activities, rather than for the "very successful" (Level 4) activities.

This possibly could be a result of over ambitious goals set by local systems for gains in the English/Reading area. That is, upon evaluation, activities that were heavily funded did not show the anticipated gains, and were therefore perceived at a lower success level.

There were only two activities in the area of English that were not Reading. Both of these were perceived to be "successful." These two English/Readiness activities served 165 participants at an expenditure of $50,175.

TABLE XVI provides information related to Title I-financed Mathematics activities in Georgia.

TABLE XVI
Activities, Participants and Expenditures
Mathematics

Success Level	Number of Activities	Number of Participants	Funds Expended	Average Funds per Participant
1	-	-	$ -	$ -
2	21	6,997	1,117,806	159.76
3	71	20,591	3,208,026	155.80
4	34	12,299	2,004,567	162.99
Total	126	39,887	$6,330,399	$158.71

Of 126 activities, 105 (83.3%) were rated at the "3" or "4" success level. Of 39,887 participants, 32,890 (82.5%) were involved in these 105 activities. Of $6,330,399 expended, $5,212,593 (82.3%) was directed into these successful activities. The funds-per-participant data show a slightly higher expenditure for higher success level.

TABLE XVII contains information related to the success level of Preschool activities.

TABLE XVII
Activities, Participants and Expenditures
Preschool

Success Level	Number of Activities	Number of Participants	Funds Expended	Average Funds per Participant
1	-	-	$ -	$ -
2	2	60	42,415	706.92
3	32	3,836	2,158,133	562.60
4	66	7,976	3,757,184	471.06
Total	100	11,872	$5,957,732	$501.83

None of the 100 Preschool activities were perceived as being "unsuccessful." Of these 100, 98 (98%) were rated at the "3" or "4" success level, with only 2 rated as only "somewhat successful." Of 11,872 participants, 11,812 (99.5%) were involved in these successful activities, accounting for $5,915,317 (99.3%) of the $5,957,732 expended. The funds-per-participant data is unexpected, in that it shows activities costing more were rated as less successful. The extremely small sample at the "somewhat successful" level is a factor here. However, there is a significant difference at the "successful" and "very successful" levels, where the samples are much larger.

Perhaps a more important issue is the relatively high cost-per-participant for Preschool activities overall, which was the highest of all activities/services during 1973-74. (Preschool: $501.83; English/Reading: $238.67; Mathematics: $158.71.) As is indicated in Table XVIII, Preschool activities were also viewed as one of the most successful of all activities, thus reinforcing the general notion that higher levels of perceived success are generally related to higher expenditures per participant.

TABLE XVIII shows the ranking of activities and services according to perceived success level.

TABLE XVIII

Activities/Services Ranked According to Local Perception of Success

Activity/Service	Average Achievement Level	Number of Activities
Media	4.000	1
Library	3.666	3
Food/Transportation/Clothing	3.659	135
Preschool	3.640	100
Health Services	3.526	76
Speech Therapy	3.500	4
Vocational Education	3.500	2
Social Work	3.500	2
Tutorial	3.200	5
English/Reading	3.188	223
Mathematics	3.103	126
English/Other (Readiness)	3.000	2
Handicapped	3.000	4

The top three areas in terms of perceived success are all services, rather than activities. The first activity that appears is Preschool, ranked fourth in terms of success. The next ranked activity is Vocational Education in seventh place. It is interesting to note that English/Reading activities, which received strong emphasis, are number 10 in the ranking of 13. This may be due more to over-ambitious goal setting for severely disadvantaged participants than to sub-par instructional effort. As school systems increase the use of individualized instruction and formative evaluation methods, more specific, achievable goals will more likely be set.

In addition to success level, cost per participant is significant to consider. Table XIX ranks activities and services according to the least cost per participant at the highest success level.

TABLE XIX

Activities and Services Ranked According to Expenditures per Participant at the "4" Success Level

Activity/Service	Expenditure per Participant	Number of Participants Served
Library	$ 12.39	927
Health Services	13.49	23,196
Media	14.49	1,365
Food/Transportation/Clothing	21.23	30,833
Social Work	49.91	160
Speech Therapy	94.57	164
Mathematics	162.99	12,299
English/Reading	228.27	30,782
Vocational Education	272.80	45
Preschool	471.06	7,976
Tutorial	852.24	155

The Library service was the least expensive at the highest success level. This low cost per participant may be related to the fact that one librarian may have a much larger group of students who benefit from his/her services than a teacher may have in a class of normal size.

The entire list can be broken down into two distinct groups: the top half of the list (least expensive) are all services, while the bottom half (relatively more expensive) are all activities. One exception is the Tutorial service, which is ranked as most expensive of the entire group at the "4" success level. This clear cut distinction between activities and services

may be due to the real necessity of spending more money in order to obtain better results in those academic activities in which participants are measurably far below national norms. The data in Table XIX are probably more indicative of the severity of the disadvantaged problem in academic areas and the expense involved in alleviating it, rather than being indicative of efficiency of expenditure, as a rather superficial cost-benefit analysis might show.

Analysis of Objectives

Another way to view the impact made by Title I on achievement is to consider the types of objectives stated for the various activities and services. These objective types cut across activity/service lines. For example, objectives related to skill improvement deal primarily with increasing a participant's level of expertise in performing certain subject matter-related tasks. Objectives pertaining to participants' attitudes, habits and problems are related primarily to the affective domain. Objectives dealing with knowledge/information are concerned with the transmission of facts. Altogether, there are seven categories of objectives: skill improvement, preparation/readiness, involvement/interest, attitudes/habits/problems, physical health defects/needs, supplementary/enrichment and knowledge/information.

Each LEA is required to state at least one behavioral objective for a particular activity. For purposes of statistical analysis, the major objectives, one for each activity, were then grouped into the seven broad categories. The categories into which the greater number of objective types fell were analyzed according to the previously employed success level format.

TABLE XX contains the information summary for the Skill Improvement objectives.

TABLE XX
Activities, Participants and Expenditures
Skill Improvement

Success Level	Number of Activities (Objectives)	Number of Participants	Funds Expended	Average Funds per Participant
1	-	-	$ -	$ -
2	52	23,499	4,350,900	185.15
3	197	75,038	17,169.312	228.81
4	107	43,412	9,167,461	211.17
TOTAL	356	141,949	$30,687,673	$216.19

Of 356 such objectives, 304 (85.4%) were rated at the "3" or "4" success level. Of 141,949 particpants, 118,450 (83.4%) were involved in these 304 objectives. Of $30,687,673 expended, $26,336,773 (85.8%) was directed toward the attainment of these objectives at the "3" and "4" success levels.

TABLE XXI contains the information summary for the Preparation/Readiness objectives.

TABLE XXI
Activities, Participants and Expenditures
Preparation/Readiness

Success Level	Number of Activities (Objectives)	Number of Participants	Funds Expended	Average Funds per Participant
1	-	-	$ -	$ -
2	2	60	42,415	706.92
3	35	4,599	2,376,860	516.82
4	67	7,890	3,753,524	475.73
TOTAL	104	12,549	$6,172,799	$491.90

Of 104 such objectives, 102 (98.0%) were rated at the "3" or "4" success level. Of 12,549 participants, 12,489 (99.5%) were involved in these 102 objectives. Of $6,172,799 expended, $6,130,384 (99.3%) was directed toward the successful attainment of these objectives.

TABLE XXII shows the success rating for the Knowledge/Information objectives.

TABLE XXII
Activities, Participants and Expenditures
Knowledge/Information

Success Level	Number of Activities (Objectives)	Number of Participants	Funds Expended	Average Funds per Participant
1	-	-	$ -	$ -
2	-	-	-	-
3	1	219	1,757	8.02
4	2	927	11,484	12.39
TOTAL	3	1,146	$13,241	$11.55

There were only three objectives in this category, two of which were rated at the "4" level, one at the "3." Therefore, 100.0% of the objectives in this category were rated as successful. All of the participants (1,146) and all of the funds expended ($13,241) in this category were involved in objectives deemed successful.

TABLE XXIII contains the information summary for objectives in the Attitudes/Habits/Problems category.

TABLE XXIII
Activities, Participants and Expenditures
Attitudes/Habits/Problems

Success Level	Number of Activities (Objectives)	Number of Participants	Funds Expended	Average Funds per Participant
1	-	-	$ -	$ -
2	3	186	6,582	35.39
3	41	7,085	266,521	37.62
4	92	31,491	668,903	21.24
TOTAL	136	38,762	$942,006	$24.30

Of 136 such objectives, 133 (97.8%) were rated at the "3" or "4" success level. Of 38,762 participants, 38,576 (99.5%) were involved in these objectives. Of a total of $942,006, $935,424 (99.3%) was expended on objectives at the "3" and "4" success levels.

TABLE XXIV shows the success level for objectives in the Physical Health Defects/Needs category.

TABLE XXIV
Activities, Participants and Expenditures
Physical Health Defects/Needs

Success Level	Number of Activities (Objectives)	Number of Participants	Funds Expended	Average Funds per Participant
1	2	5	$ 49	$ 9.80
2	1	214	8,216	38.39
3	29	5,600	144,505	25.80
4	47	22,431	317,694	14.16
TOTAL	79	28,250	$470,464	$16.65

There were 79 activities in this category, 76 (96.2%) of which were rated successful. Of 28,250 participants, 28,031 (99.2%) were involved in these objectives. Of a total of $470,464, $462,199 (98.2%) was expended on these successful objectives.

TABLE XXV contains the information summary for the Supplementary Classroom Experiences/Enrichment objectives.

TABLE XXV
Activities, Participants and Expenditures
Supplementary Classroom Experiences/Enrichment

Success Level	Number of Activities (Objectives)	Number of Participants	Funds Expended	Average Funds per Participant
1	-	-	$ -	$ -
2	-	-	-	-
3	1	305	98,548	323.11
4	2	1,706	23,703	13.89
TOTAL	3	2,011	$122,251	$ 60.79

Table XXV indicates that 100% of the objectives in this category (a total of three) were rated at the "3" or "4" success level. By the same token, 100% of both participants (2,011) and funds expended ($122,251) were involved in these successful objectives.

The following tables summarize information related to objectives. They focus on two aspects: the degree of success and least cost per participant at the highest success level.

TABLE XXVI

Objective Types Ranked According to Local Perception of Success

Objective Type	Success Level	Number of Activities (Objectives)
Supplementary Classroom Experiences	3.666	3
Knowledge/Information	3.666	3
Attitudes/Habits/ Problems	3.654	136
Preparation/Readiness	3.625	104
Physical Health Defects/ Needs	3.531	79
Involvement/Interest	3.500	2
Skill Improvement	3.154	[illegible]

Table XXVI indicates that objectives related to Supplementary Classroom Experience/Enrichment and Knowledge/Information were ranked highest among the objective types according to the four-point scale employed. Of the activities funded by Title I, apparently LEAs were most pleased with those related to these two objective types, though only slightly more so than with the next ranked objective types, Attitudes/Habits/Problems and Preparation/Readiness. There is very little difference in LEA perception of success among the top four objective types listed in Table XXVI.

Last on the list (and lowest in rank) according to success level were Skill Improvement objectives. This is interesting to note since this category

contains a majority of the objectives. A reason for this may be the fact that skill improvement objectives pertained mostly to reading and mathematics, where the standardized test gain scores employed as an evaluation tool may not have indicated the fulfillment of some overly-ambitious LEA-proposed objectives.

TABLE XXVII ranks objectives according to expenditure at the highest success level, from lowest to highest.

TABLE XXVII

Objective Type Ranked According to Expenditure at the "4" Success Level

Objective Type	Expenditure per Participant	Number of Participants
Knowledge/Information	$ 12.39	927
Supplementary Classroom Experiences	13.89	1,706
Physical Health Defects/ Needs	14.16	22,431
Attitudes/Habits/ Problems	21.24	31,491
Skill Improvement	211.17	43,412
Involvement/Interest	272.80	45
Preparation/Readiness	475.73	7,890

This table indicates that the Knowledge/Information category objectives were least expensive per participant at the "4" success level. Again, skill improvement appears low on the list, although not last (most expensive). This fact may re-emphasize the point that in order to attain higher levels of success in academic areas with disadvantaged students, greater levels of financial effort are necessary.

The most expensive objective type was Preparation/Readiness, which is related to Preschool activities. This is to be expected, since in many systems that select Preschool activities, Title I funds bear the entire financial burden for these activities. In many cases, no Preschool program previously existed,

so that the expense includes the setting up as well as the operation of the program. In addition, the cost of transporting pupils for Preschool activities added significantly to the per participant expenditure for this activity. Most programs operated during the summer which 1) necessitated transportation beyond normal school year use, and 2) meant increased costs in keeping buildings open and staffed that were normally closed during this period.

Activities related to this objective type were also preceived as highly successful by LEAs, with 98% rated at the "3" and "4" success levels. This would tend to strengthen the view that in general, more highly successful programs are more expensive.

Other Facets

Title I monies financed in-service training programs for a number of personnel during 1973-74. Table XXVIII shows the average hours of training for school personnel for both the regular and summer sessions.

TABLE XXVIII

Average Hours of Title I-Funded In-Service Training for all Personnel

	Regular Session		Summer Session	
Category	Number	Average Number of Training Hours	Number	Average Number of Training Hours
Classroom Teacher	1,462	49.5	782	27.7
Teacher Aide	1,747	54.3	641	51.0
Other	184	53.9	63	15.1
Total	3,393	52.9	1,486	37.2

This table indicates that 3,393 participants were involved in regular session in-service training and 1,486 participants were involved in summer session training, a total of 4,879 during 1973-74.

A variety of types of non-LEA personnel were involved in conducting training programs, including Title I area consultants, State Department of Education consultants, and faculty members from colleges and universities.

Content of the in-service training programs included training in the use of audio-visual equipment, in follow-up reading techniques and in the use of various evaluation techniques. Other in-service sessions dealt with school/community problems and teaching the culturally disadvantaged.

Non-LEA personnel (community volunteers) played a significant role in Title I activities. Table XXIX indicates the kind of volunteer personnel involved in both the regular and summer sessions.

TABLE XXIX

Volunteer Involvement in Title I Activities

Role	Parents	Other Adults	Youth	Total
Regular Session				
Advise	2,215	760	38	3,013
Plan	1,564	825	118	2,507
Perform	1,507	594	305	2,406
Evaluate	2,219	969	1,548	4,736
Total	7,505	3,148	2,009	12,662
Summer Session				
Advise	462	165	30	657
Plan	324	132	26	482
Perform	156	117	49	322
Evaluate	901	202	31	1,134
Total	1,843	616	136	2,595
Total, Both Sessions	9,348	3,764	2,145	15,257

Many volunteers were involved in more than one role; that is, frequently the same individual would participate in both planning and evaluating a certain activity. Thus, the grand total, 15,257, of all volunteers in both sessions is best viewed as a "participation unit" total rather than as a count of individuals. Nevertheless, it is evident that an attempt was made by LEAs to fulfill the intent of the law in terms of involving community volunteers in many phases of Title I Activities.

State Management Information

The administrative arm of Title I in Georgia functions within the Division of Compensatory Education of the Office of Instructional Services of the State Department of Education. The administrative unit consists of a director, one statewide consultant for programs operated by state agencies, one statewide education consultant for review and approval of project proposals and eight area consultants.

Other Department of Education personnel function in a supportive role. The Division of Planning, Research and Evaluation provides an evaluator to compile the statewide evaluation report and provide technical assistance to LEAs in terms of workshops on evaluation techniques. The Division of Curriculum Development and Pupil Personnel Services provides the services of consultants in Reading and Migrant Education. The Financial Review Unit supplies personnel who review local financial records of Title I expenditures in relation to what was approved in the project applications. The efforts of these state department personnel reflected the degree of SEA technical support for Title I in 1973-74.

The process by which programs are approved is as follows. LEAs prepare program applications containing a statement of needs, a description of the specific steps to be undertaken to meet those needs, and a cost estimate for those steps. Such applications are first reviewed by an area consultant, who may either reject the application outright, return it to the applicant for modification pursuant to later acceptance or forward acceptable applications to the state Title I office for final review and approval. At the Title I office, the statewide consultant for program review and approval either gives final approval or returns applications to area consultants for appropriate modification so that compliance with Title I guidelines and regulations are assured. Project applications may be re-submitted following such modification.

In addition to their function of preliminary inspection of LEA program applications, the area consultants monitor ongoing project activities. Their monitoring role involves such aspects as checking comparability and ascertaining whether LEAs are in fact spending Title I in accordance with the approved project applications. During the 1972-73 school year, a monitoring checklist was developed by the administrative and evaluation staffs for use by area consultants to facilitate monitoring efforts. Previous reports had been in narrative form. This checklist (revised) was again employed in 1973-74. A copy is provided in the Appendix.

EXEMPLARY PROGRAMS

Each year, in the process of evaluating Title I programs, certain programs emerge as deserving of mention because they have developed innovative, successful approaches. The following programs have in common their dedication to making education work for children. In most cases, the spark for the idea which set the program in motion was generated by a few people within the school district. It is to the credit of the administrators involved that these ideas came to the surface and were manifested.

As is characteristic of this year's Title I programs in general, basic skills and early childhood have been emphasized in the exemplary programs.

Union County's primary mathematics program used the "meaning theory" method of instruction with 20 first grade students. The primary focus was on bringing the student's own experience to bear on mathematical problems. Further emphasis was placed on diagnosing readiness of students.

Chatham County developed a tutorial program for students residing in institutions for the neglected, who needed help with reading, mathematics and homework. They successfully addressed themselves to problems of motivation in tutorial sessions and individualization of instruction. Their evaluation focused on grade change rather than static reporting of grades.

The Norris Junior High School Reading/English Rotation Project was conducted in McDuffie County to raise the reading and language level of students scoring in the lower 20%. The program involved identification of children having specific characteristics which make traditional teaching methods ineffective. Then children were grouped in small groups with a more variable schedule using individualized instruction. Evaluation was formative in that it allowed teachers to keep a close watch over daily progress and to adjust teaching methods to the rate of progress.

Lee County's preschool program followed the procedure of isolating specific performance objectives for the children and evaluating the project on the basis of the achievement of those objectives.

The Rockdale County reading project utilized cameras and tape recorders for the purpose of increasing communication between the classroom and the home. As an extension of the language - experience approach, the use of cameras and tape recorders encouraged the acceptance of the home life of the student as acceptable subject matter for reading.

Grady County developed a two-pronged approach to reading which used both a tutorial program and a reading laboratory.

Muscogee County developed a summer tutorial project utilizing individualized reading and mathematics materials and intensive small group experiences.

Exemplary Programs

Location: Union County

Activity:	Primary Mathematics
Term:	1973-74
No. Participants:	20
Expenditure:	$6,160
Grade:	1
Age:	6 and 7
School Personnel:	1. 1 certified elementary teacher who also taught a Title I Reading class half-time 2. 1 aide with teaching experience

Main Objective: To show that 20 first grade students tested by Metropolitan Readiness Tests and determined to be mentally and socially immature could achieve at the level of peers when given appropriate readiness materials and the "meaning of theory" method of instruction was used. This achievement was to be accomplished after nine months of intensified instruction.

Discussion: Readiness depends upon the experience which the children have had, the interests which they have developed, and the maturity levels which they have attained. It would be futile to proceed with the systematic development of an arithmetic topic if the children lacked the general experience background which is required for an understanding of the topic at hand. It would be equally futile if the children lacked the background of arithmetical experience which must precede the new topics. However, no combination of experiences will make

a child ready for a learning opportunity if his mental maturity is below that required for effective learning. The assumption of this project was that many of the failures in the first grade were due to the teachers' failure to recognize and appreciate the importance of readiness.

All children in the program were tested by standardized tests and determined to be ready to learn mathematics before any formal instruction was undertaken. Any child showing immaturity - lack of readiness to learn - at the beginning of the term was given appropriate readiness training until he was ready to profit from formal instruction.

Statement of belief

1. Students must be mature enough mentally and socially (ready) to learn math as well as ready to learn reading.

2. The "readiness" to learn mathematics can be developed and speeded up by teachers using appropriate methods and materials.

3. Teaching mathematics should be approached as a system of thought, a rationale, rather than a set of arbitrary rules to be mechanically applied.

4. Emphasis must be placed on an understanding of the number system before the drill theory is effective.

5. Concrete materials such as visual aids, diagrams, charts, markers and other materials should be used.

6. The "meaning theory" produces better results than the "incidental learning" or the "drill theory" methods of teaching.

Methods Used

1. Emphasis was placed on understanding of numbers and the processes with numbers versus the earlier emphasis on rote learning.

2. Concrete materials followed by diagrams and illustrations, to lead to conclusions, were used.

3. Activities were planned to stimulate interest because they show usefulness.

4. Activities were designed to show the student why as well as how.

5. All activities were planned to meet the needs of the individual student - on his own level and presented at his individual rate.

6. Practice experiences replaced the older "drill" sessions and were used to perfect techniques and maintain skills.

7. Mathematical games and puzzles were used very effectively.

Results

Tests Used

Pre-Test: Metropolitan Achievement Form A

Post-Test: Metropolitan Achievement Form F

Pre-Test Data:

Form given	Metropolitan Achievement Form A
Date given	October, 1973
Number of students	20
Average Raw Score	17
Number students below 25% percentile	19
Number students 26-50% percentile	1
Number students 51-75% percentile	0
Number students 76-99% percentile	0

Post-Test Data:

Form given	Metropolitan Achievement Form F
Date given	May, 1974
Number of students	20
Average Raw Score	37
Number students below 25% percentile	5
Number students 26-50% percentile	7
Number students 51-75% percentile	6
Number students 76-99% percentile	2

The standardized test scores used to determine percentile rank as shown in pre-test data and post-test data are based on a national sample.

The expected "Average" gain was 0.9 in a nine-month program. The objective of the activity was to bring the students up to grade level of performance.

No. students	Oct. 1973 Pre-test	May, 1974 Post-test	Gain
20	0.1	1.1	1.0

It is evident from the above standardized test scores that slightly higher than average results were obtained. This is very significant in view of the fact that the majority of these students were not determined ready to learn arithmetic in September and had to undergo thorough readiness programs before formal instruction began.

Recommendations and Plans for 1974-75 term

The program was extremely successful but such a Title I activity is not planned next year. It was assumed that similar results could be accomplished by the regular classroom teacher who used the "meaning theory" and individualized instruction at the primary level.

Instead, it is planned to use a mathematics diagnostic specialist, who will take individual and small groups from the regular classroom, diagnose individual mathematical learning problems, give intensified remedial instruction and return the student to the regular classroom when difficulties have been overcome.

Location: Chatham County

Activity:	Institutional Tutorial
Term:	1973-74 regular session
Participants:	97 in grades 4-12
Entitlement:	$10,681
School Personnel:	6 teachers - 1 part-time supervisor

Description of Participants

This program was planned for students residing in institutions for the neglected who needed help with reading, mathematics and homework. The teachers made every effort to relate the tutorial work to school assignments. Students residing in the institutions participated in this voluntary activity.

Objectives

The primary thrust of the Title I Institutional Tutorial Program since its beginning has been to provide tutoring in homework subjects and reinforcement in the basic reading and mathematics skills for the children residing in institutions. The objectives of this tutoring program were (1) to improve students' performance in the classroom and (2) to improve and maintain students' grades in regular school.

Staff

Six regular classroom teachers were employed to work in the 1973-74 program. One supervisor, who worked one hour an evening, was employed to give assistance to the teachers. Prior to the tutorial sessions the teachers were involved in a program of in-service training. During these training sessions, the general philosophy of tutoring was stressed, the proper use of the materials for remedial work was demonstrated and the objectives of the program were discussed.

Methods

The methods used for instructional purposes varied as weaknesses became apparent. Many of the students were on a reading level far below their actual grade placement. Informal reading inventories were administered to many of the students to determine placement in material suitable for them.

Weaknesses in arithmetic computation and concepts as well as in the application of these skills were evident. Explanation, drill and practice were needed in this area. Many students lacked knowledge of work study skills, and the need for practice in dictionary and reference skills was apparent. Teachers used a part of the evening session to teach these skills.

In order to keep students interested in attending the sessions, methods had to be provided that would hold their interest, motivate them and inspire them to achieve. Small groups were designed for reading and mathematics instruction with each group working on the level at which the members could make progress and achieve a measure of success. The students were placed in these small groups according to grade levels and/or according to similarity of assignments. Individualized instruction is an integral part of the Tutorial Program. This instruction is in areas where the student shows the greatest need and in the areas in which his regular teacher had indicated he needed assistance.

A success factor of the tutorial program was the open communication between the classroom teacher and the tutorial teacher in order to understand the student's needs and weaknesses and to plan work to meet these needs. Conferences were also held with the student's house mother and with other institutional staff members to report progress and to discuss any problems.

Student conferences are also an important part of the institutional tutorial program. These conferences concern progress, tests and instruction. The conferences help the student to gain insight into his problems and to encourage him to try to solve them.

It was evident that if these students were to continue to attend sessions and to strive to achieve, something had to be provided that would stimulate that desire for achievement. For example, reading and arithmetic were combined into a single lesson on seashell jewelry. A story from Reader's Digest Skill Builders on this subject and a mathematics lesson on multiplication and division of shells, followed by the making of shell jewelry, accomplished more than a week of instruction might have. Another story on patchwork quilts from the same source led to a learning experience in which measurements and fractions figured in the making of small patchwork pillows.

The teachers in this program encouraged and praised neatness and the practice of legible handwriting as well as correct spelling in all classroom activities in homework and in letter writing. Letters were written to relatives and friends and judged for clarity of thought, neatness, spelling and handwriting. The best letters were placed on display and later mailed. Dramatization of several stories, with the boys and girls devising their own costumes, took place.

Panels of students were selected to tape their opinions formed from their reading of certain selections. Lessons of this type encouraged the boys and girls to read independently. The program also provided activities that were geared to arouse curiosity and to stimulate interest beyond the textbook. Learning centers provided purposeful activities as an

outgrowth of interests already developed. These activities tended to cause the child to use his mental faculties, to develop his creative ability, and to develop better work habits and skills. Concurrently, such activities also helped the children to develop a wholesome attitude toward the total program.

Evaluation

A record was kept of each student's performance in specific subjects and an analysis was made at the end of each reporting period. In order for a comparison of report card grades for a current report period and the previous report period to be included, students had to be enrolled in the institution's tutorial activity at least three weeks prior to the end of the grading period. The analysis of the grade reports for the activity was concerned with change rather than actual letter grades such as "A," "B," "C," etc. For instance, if a student's grade changed from "D" to "B" in the report, the amount and direction of change was noted rather than the grade of "D" to "B" as such. Therefore, for the total group, an analysis was done showing the percent of students whose grades in English or reading, in mathematics, and in social studies changed. The results of the grade reports were most encouraging. In many instances, while students showed no change in their report card grades for a grading period; the professional staff considered their work with these students to have been successful since it is characteristic for such students to have decreasing grades. Students who maintained an "F" grade for two grading periods obviously could not be included as successful; however, the number of students in this group was neligible. Table I summarizes the data described above. Table II shows pre- and post-test data on a standardized instrument used at one of the institutions.

Discussion

The evening Tutorial Program for children residing in institutions for neglected and delinquent children has been a vital component of Chatham County's Title I Program since the provision to provide for such children was approved by Congress. The Tutorial Program was designed to provide instruction in reading and mathematics and related subjects for students in institutions who are making unsatisfactory progress in their regular classes. The program provided instruction, practice and drill. It also provided experiences that enhanced the student's self-image, that provided success, and that gave guidance and help in homework assignments.

Each institution had one or more classrooms to house the tutorial program. Classes were held three evenings a week. Two hours of instruction and homework guidance were provided at each session. The program began at the end of the first six weeks of school and lasted for 72 sessions ending with the fifth grading period. The evening tutorial activity was one of the more effective Title I projects. Regular teachers were employed in the evening after the regular teaching day.

Table I

INSTITUTIONS PROGRAM

LETTER GRADE CHANGES COMPARED TO PREVIOUS PERIOD GRADE
(% of Students)

	First Grading Period			Second Grading Period			Third Grading Period			Fourth Grading Period		
Letter Grade	English	Math	Social	English	Math	Social	English	Math	Social	English	Math	Social
+2 above	0	0	0	1%	2%	1%	7	4	0	0	0	0
+1	17	0	33	30%	33%	38%	13	15	24	31	39	30
0	83%	71%	33	49%	53%	39%	60	70	58	42	40	57
-1	0	29%	33	20%	12%	22%	16	8	18	23	17	13
-2 below	0	0	0	0	0	0	4	4	0	4	4	0

Table II

Wide Range Achievement Test Scores* of a Sampling of Institution Tutorial Participants N=12

	Pre-Test Mean	Post-Test Mean	Gain
Spelling	83	86	+ 3
Mathematics	84	101	+17
Reading	76	82	+ 6

*Standard Scores

Based on standard score points, it appears that participation in the tutorial program contributed to gains in the three areas, as shown by Table II above. It was not possible to establish the significance of these gains since the standard scores were designed to be used with groups homogeneous in age, while the sample for which scores are reported here was compiled of students of several ages.

Location: McDuffie County

Activity:	Norris Junior High School Title I Reading/English Rotation Project
Term:	1973-74
Number of Participants:	120
Expenditure:	$34,905
Grades:	7-9
School Personnel:	1 Title I supervising reading teacher and 1 Title I aide

The Norris Junior High School, located in the county seat town of Thomson, serves all children in grades seven-nine in the school district. The school had an enrollment of 1,000 students, 52 percent of whom are black and 48 percent are white.

The Title I Reading/English Rotation Project, initially implemented in September of 1970, had four major components: Identification, Grouping, Instruction and Evaluation. The goals of this project were as follows.

1. To improve the academic performance of each participant.
2. To assure that each participant becomes a functional literate as soon as possible.
3. To build a daily success pattern for each participant.

The performance objectives of the project for FY 1974 were as follows.

1. Ninety-five percent of students participating in the Norris Junior High School Title I Reading/English Rotation Project will make ten months progress in reading as measured by the Gates-MacGinitie Reading Test.

2. Ninety-nine percent of students will read and share with an adult at least 36 library books that have been selected on child's independent reading level and interest level as identified.

During fiscal year 1971, the initial year, the project served only 60 students who represented the educationally disadvantaged children with the greatest need. Because of its success, however, the project was extended each year. During FY 1972, 104 students participated; in FY 1973 the project served 180 students, and during FY 1974, 120 students participated. Approximately 75 percent of project participants were black and 25 percent were white.

In the subsequent sections, a brief description is given of each of the four project components - Identification, Grouping, Instruction and Evaluation.

Identification

In September, the Gates-MacGinitie group reading test was administered to every student in grades seven through nine. All students scoring two or more grades below grade level were individually tested with the Basic Sign Word Test. As this test is administered, the teacher records, in addition to reading level, reading difficulties encountered by the student such as failure to identify beginning and ending consonant sounds, initial blends, vowel sounds, ending sounds, syllabication, the extent of use of structural and phonetic analyses and minor speech difficulties. In addition to these two tests, the language section of the SRA achievement test was used. On the basis of these tests, and beginning in ascending order from the lowest scores, the Title I participants were chosen.

After the project group was selected, the supervising reading teacher diagnosed the individual needs and progress of participants through the repeated use of basic word tests; informal reading inventories, including those developed by Professor Ira Aaron, chairman of the Reading Department at the University of Georgia, the University of Georgia Test of Phonics Skills, and numerous teacher-made test exercises designed specifically to determine the extent of mastery of a specific reading skill taught. In developing these test exercises, teachers used the child's speaking vocabulary since they had discovered that these children could read at a higher level when words were chosen from their daily living experiences and represented concepts or ideas to which they could relate.

A few other informal inventories, designed to identify the child's special interests and to assess changes in his self-image (how he feels about himself and others and about school tasks), were developed by the teachers and administered to children.

An individual folder containing a record of the results of these diagnostic procedures and of the activities and materials assigned and completed was kept by the supervising reading teachers for each participant.

As a result of these diagnostic procedures and of perceptive observations, teachers discovered that the educationally deprived child at the Norris Junior High School is likely to

Have a short attention span.

Be easily distracted.

Be reading two or more years below grade level.

Have a poor self-concept.

Come from an economically and culturally deprived home which offers little, if any, intellectual stimulation or motivation to read printed materials.

Need a wide variety of individualized learning materials which do not remind him of traditional reading textbooks with which he has failed.

All of this information served as the basis for formulating performance objectives, for grouping, for instruction and for the selection of specialized materials which were tailored to participant's needs, interests and instructional level.

Grouping

Taking into account the characteristics of the participants, and to meet the various individual needs identified, an innovative organizational pattern was designed. This organizational pattern provided for participants in small, flexible groups of six to 10 to move from station to station with different materials and activities at each station specifically planned to build a success pattern for the individual child. A rotation group consisted of 60 children, divided into three groups of 20. Each group of 20 moved to three different classrooms during a two-period time block of one hour and 50 minutes. One of the classrooms was equipped as a reading laboratory where the supervising reading teacher and a teacher aide worked individually or with small groups of children on basic reading skills. In an adjacent classroom, a reading teacher worked with 20 participants, sub-grouped into smaller groups, reinforcing the reading skills through the employment of the language-experience approach to

reading and through various reading activities to provide sequential development of skills. In the third adjacent classroom the English teacher again reinforced the reading skills through various English/ Reading skill exercises and through the Language-Experience Approach to Reading. During the two period block of time (110 minutes), each group of 20 participants remained in each of the three classrooms approximately 35 minutes.

In summary, one rotation grouping consisted of 60 children and utilized three regular adjacent classrooms, (one of which was a reading laboratory) one Title I supervising reading teacher, one Title I aide, one reading teacher and one English teacher (both of whom in this project were state funded), and a variety of multi-level instructional materials. (Refer to attached diagram.)

This rotation grouping, and sub-grouping in each classroom, permited flexibility of pupil movement as his reading level improved and as he mastered specific reading skills, and yet it did not interfere with the participant's required daily schedule. Each student was enrolled also in three other regularly scheduled junior high classes - social studies, mathematics and science.

During FY 1974, the Norris Junior High School had three rotating groups serving 180 participants.

TABLE 1

ORGANIZATIONAL PATTERN FOR NORRIS JUNIOR HIGH SCHOOL

Educationally Deprived Students

TITLE I ENGLISH/READING ROTATION PROJECT

1	Regular Classroom	1	Regular Classroom	1	Regular Classroom
1	English Teacher	1	Reading Teacher	1	Title I Reading Specialist
1	Paraprofessional	1	Paraprofessional	2	Paraprofessionals
20	Educationally Deprived students (sub-grouped) 35 minutes	20	Educationally Deprived students (sub-grouped) 35 minutes	20	Educationally Deprived students (sub-grouped) 35 minutes

Instruction

All instruction focused on reading and on the concomitant skills of listening, speaking, writing, spelling and English. Specific needs were diagnosed individually, and every effort was made to help each participant to develop basic skills sequentially and to develop a desire for and love of reading. Teachers planned together daily for at least one hour, and frequently for a longer period of time, so that the basic skills being introduced and taught in the reading laboratory were reinforced by the reading and English teachers daily. Teaching strategies were carefully planned so that each student could build a daily success pattern designed to improve his self-image.

A wide variety of multi-level instructional materials were available, and teachers carefully planned for the use of the most appropriate materials for specific teaching purposes. Many teacher-made exercises which are tailored to child's experiences and interests were used also in teaching. A well equipped listening center is located in the reading laboratory. Participants made individual books of their experience reading records which were shared. Trade books, paper back editions and various library titles were selected in accord with identified interests and independent reading levels of participants.

One method for encouraging reluctant seventh graders to read trade books was designed in the following manner:

The Title I supervising reading teacher was dissatisfied with the mastery of some comprehension skills in the Specific Skills series. This teacher was also disappointed that children were not reading the library books to the extent she had hoped. She announced to the students that if they could make five consecutive 100's in the Specific Skills, they would

have earned the right to go to the Reading Corner and read a book. When they had read the book, then they could go to a "Sharing Corner" where a parent, teacher, aide, librarian, counselor, principal, college student or someone sat in a rocking chair and the child "told his book." After sharing the book, it was recorded on a wall chart and the child returned to the work table to make five more 100's to earn the right to read another book. When the child had read all books listed on the chart, he received a ticket to the local "Dairy Queen," redeemable for a hamburger, french fries and coke. The sharing with an interested parent or adult became one of the most important aspects of this technique. It was therapy for these educationally deprived children to have someone listen.

The Title I supervising reading teachers and aides actively worked with students four periods during the school day. The other two periods were spent in planning together and in selecting and preparing materials for the next day. Staff development was a vital part of these daily two-hour planning periods.

Other in-service training for personnel involved in reading projects was provided by CESA, the Cooperative Educational Service Agency which is a collaboration of four county school districts, including McDuffie County. CESA employs a reading specialist who arranged in-service sessions weekly in which the project staff participated.

Teaching aides received special training by CESA as follows: 40 hours before the opening of school and 30 hours during the school year.

Evaluation

Evaluation was an integral part of each day's instruction. In fact, it occured daily as teachers planned together. Partically every day children were moved up or down within the groups depending upon the extent to which they had mastered a specific skill being taught at that time. The supervising reading teacher continuously assessed the extent to which specific skills were mastered and teaching activities were planned accordingly with all teachers participating.

The basic evaluation for this project was the analysis of data yielded by the pre and post administration of the Gates-MacGinitie group reading test.

The following are indications that this was a successful project.

1. In FY 1972 slightly more than 70 percent of students gained nine full months in reading and 90 percent of students read and shared at least 36 library books. Since the FY 1971 and FY 1972 project participants exceeded the expected amount of gain, the performance objectives were raised for FY 1973 and FY 1974. During FY 1974, 86 percent of students gained 10 or more full months in reading and every child read and shared at least 36 library books.
2. The mean gain for the 104 participants was 1.3 years for FY 1972, 1.6 years for FY 1973 and 1.7 years for FY 1974.
3. During the four years of the project the average achievement of students prior to participating in the project was 3.3 years in six years of schooling. The average rate of progress during the project years was three times the previous rate.

4. Approximately 9/10 of the participants made a gain of 10 months or more during FY 1974.

   (a) 25 students made a gain of 10 to 19 months.

   (b) 42 students made a gain of 20 to 29 months.

   (c) 21 students made a gain of 30 to 39 months.

   (d) 1 student made a gain of 40 to 44 months.

When children of junior high school age who are two or more years below reading level make such gains, the project has been an effective one. The teachers anticipate increased gains the current year since they feel they have improved competencies as a result of their experiences and since the lowest reading level of current participants was beginning second grade as of September, 1972. The first project year, FY 1971, there were some 35 participants who were non-readers. Of the 104 participants in FY 1972, 20 were non-readers at the beginning of the year. The Norris Junior High School had no non-readers for FY 1973 and FY 1974, and practically all project students are reading books independently for the pleasure of reading.

Location: Lee County

Activity: Preschool

Term: 1974 Summer Session
(30 days)

Staff: Paid: 1 principal, 10 elementary teachers
Unpaid: 13 parents of Title I pupils, various short term volunteers

Participants: 131 pre-kindergarten to kindergarten ages 5 to 6

Entitlement: $24,241

Lee County designed a preschool program to encourage activity and curiosity and decrease restlessness among students: to offer encouragement, warmth, praise and patience, sufficiently diversified so that activities would be short and interesting.

The program was developed to guide the child in improving his self-concept with a planned program of experiences and opportunities to help him acquire a meaningful vocabulary and facility to express himself freely and naturally and to help make the transition from home to school more pleasant.

The final goal of the program was to instill in each child a desire to learn more about his world and to help him take responsibility for his own learning.

Program objectives were as follows:

Given finger paints, plasticines and scissors pupils can develop eye-hand coordination.

Given an assortment of colored objects pupils can recognize the colors and call them by name.

Given a planned program of activities for 30 days pupils can learn to accept and be accepted by others.

Given large shapes and letter forms children can learn to trace and copy them.

Given sets of objects pupils can identify those objects that belong together.

Given an assortment of colored objects pupils can use them to count from one to 10.

Given many objects with which to work, a kindergarten child can discover relationships among them, and the teacher can help him to generalize - to move from concrete experiences to abstract ideas.

Given a series of pictures to "read" a kindergarten child can be taught to scan from left to right.

Given 30 days of transportation to and from school, ninety-nine per cent of the pupils will learn to observe the rules of safety, courtesy and manners.

Provided safe, comfortable transportation, disadvantaged pupils will be able to attend the preschool program.

Methods and Procedures

In March 1974 the State Department Project Success Readiness Test was administered by and under the direction of Southwest Georgia Educational Services Center (CESA) personnel to children who would be eligible to enter the first grade in August 1974. Parents filled out a very extensive seven-page Parent Information Sheet (CESA) providing personal and family information. This questionnaire provided information as to what each child could do and how he reacts to others.

Using all information available, a group of children in definite need of experiences and opportunities to help them overcome severe readiness deficiencies in all areas was selected to participate in this program. A program which would help the children socially and emotionally as well as providing basic activities to help them develop and strengthen readiness skills was planned by school and Title I Advisory Council personnel.

At the beginning of the kindergarten program TVMI (Test of Visual Motor Integration), STAR (Screening Test of Academic Readiness), and Metropolitan Readiness Test Form A were administered as a basis for writing instructional prescriptions for each child by a team of teachers, the curriculum director and CESA personnel. The Metropolitan Readiness Test Form B was administered at the conclusion of the program to help assess progress.

Eight teachers were paired in classrooms for instruction in art, communication skills, social living and mathematics. One teacher taught music and one taught elements of the physical education program, "Project Health and Optimum Physical Education," under the guidance of the CESA. Teachers used game-type activities, kinesthetic approaches, audio-visual aids, demonstrations, role playing, and audio-respond-compose methods to vary instruction for the preschool children. Use of manipulative devices was encouraged in all areas. Simple wooden jigsaw puzzles illustrating old tales or nursery rhymes, illustrated books, toys, language development cards, flannel boards, art materials, games, records, tapes, filmstrips, puppets, balance boards, balls and hula hoops were used to enhance the program. Record players, filmstrip projectors, overhead projectors and tape recorders were also used.

Each teacher prepared lesson plans in her specialty area for all of the other teachers and explained the plan during the end-of-the-day meeting prior to its use.

Evaluation

Evaluation was a continuous process carried on daily by all teachers, bus drivers, and principal. Check-off sheets for each objective were distributed to each teacher for her group of children. Each check-off sheet represented an objective broken down into the skills of that objective. The following is a summary of the achievement of each objective.

Objective I: Proficiency in Eye-Hand Coordinaton

(This objective also included playground activities to help pupils develop eye-hand coordination.)

S=Satisfactory
NI=Needs Improvement
U=Unsatisfactory

Finger Paint		
S	NI	U
98	33	
75%	25%	

Modeling Clay		
S	NI	U
121	10	
92%	8%	

Scissors		
S	NI	U
89	30	12
68%	23%	9%

Playground Results:

Ball Bounce		
S	NI	U
69	25	10
66%	24%	10%

Ball Catch 6'		
S	NI	U
98	3	3
94%	3%	3%

Ball Throw 6'		
S	NI	U
98	5	1
94%	5%	1%

* NOTE: Reported results for the 18' - 20' catch and the 15' - 18' Throw were incomplete, so these activities have not been included.

Objective 2: Pupils Who Demonstrated a Knowledge of Colors

Satisfactory	Needs Improvement	Unsatisfactory
112	10	9
85%	8%	7%

Objective 3: Pupils Who Demonstrated Personal Adjustment

Accepted Others

Satisfactory	Needs Improvement	Unsatisfactory
125	6	
95%	5%	

Was Accepted by Peers

Satisfactory	Needs Improvement	Unsatisfactory
125	6	
95%	5%	

Objective 4: Proficiency in Shapes and Letter Forms

Given large stencils, students will be able to trace all alphabet letters

S	NI	U
77	39	15
59%	30%	11%

Students will be able to form letters of alphabet from copy of manuscript alphabet

S	NI	U
74	30	27
56%	23%	21%

Students will be able to write alphabet in manuscript without aides

S	NI	U
46	49	43
35%	38%	27%

Objective 5: Pupil Performance in Identifying Objectives

Sort objects into sets

S	NI	U
94	19	18
72%	14%	14%

Identify, by matching, the set that has fewer members

S	NI	U
67	23	43
51%	17%	32%

Identify, by matching, the set that has the same number of members

S	NI	U
66	40	25
50%	31%	19%

Objective 6: Pupil Performance in Mathematics

Write Numerals 1-10

S	NI	U
73	26	32
56%	19%	25%

Match the Name of the Number with the Numeral

S	NI	U
16	39	76
13%	29%	58%

Ring the numeral that tells the number of objects shown

S	NI	U
75	28	28
57%	22%	21%

Draw a loop around the correct number of objects

S	NI	U
75	26	30
58%	19%	23%

Draw more objects until there are the correct number

S	NI	U
66	29	36
50%	22%	28%

Objective 7: Relationships Among Objectives

Forming Shapes on Paper

S	NI	U
83	28	20
63%	21%	16%

Drawing Numerals and Letters

S	NI	U
72	38	21
55%	29%	16%

Associating color in prints

S	NI	U
101	20	10
77%	16%	7%

Using crayons as directed

S	NI	U
105	14	12
80%	11%	9%

Putting puzzles together

S	NI	U
86	31	14
66%	24%	10%

Recognizing concrete, wooden shapes

S	NI	U
104	14	13
80%	10%	10%

Forming shapes, letters, numerals with hand movement

S	NI	U
99	15	17
76%	11%	13%

Following dot to form objects, numerals and letters

S	NI	U
104	22	5
80%	17%	3%

Objective 8: Left-to-Right Progression

Arranging objects in order

S	NI	U
92	26	13
70%	20%	10%

Songs using right and left hand

S	NI	U
89	28	14
68%	21%	11%

Tracing from dot-to-dot to complete a picture

S	NI	U
91	30	10
69%	23%	8%

Walking on the right hand side of the hall

S	NI	U
115	12	4
88%	9%	3%

Following action pictures in sequence

S	NI	U
86	29	16
66%	22%	12%

Objective 9:

Observation of rules of safety, courtesy and manners on school bus.

Bus drivers reported that 100 percent of the children learned good bus behavior by the end of the summer session.

Objective 10:

Provision of safe and comfortable transportation to permit disadvantaged pupils to attend the preschool program.

This objective was achieved since there were no injuries to children and many children were transported who could not have attended otherwise.

At the end of the preschool program a 16-item evaluation sheet was filled in by parents of the children attending. These items related to attitude and habit changes in the children as observed by the parents. Those parents responding reported an average of 91 percent improvement in all items.

Of the 105 pupils who completed both the A & B forms of the Metropolitan Readiness Test, 87 pupils showed gains in test score on Form B over Form A, 14 showed losses, and four stayed the same. A total gain of 913 points in test scores indicated a 23 percent improvement and an average gain of approximately nine points in total score per pupil. This test was not used as an objective due to the type of test and the short period (30 days) of instruction during the summer program.

Location: Rockdale County

Activity: English-Reading Project

Term: 1973-74

Number of Participants: 250

Age: 8 - 14 years

Expenditure: $73,638

School Personnel: 6 certified reading teachers

In an attempt to validate the life experience of children with low reading scores, Rockdale County adopted an innovative program which permitted students to photograph and tape record their home experiences and bring them to school to share and use as a basis for reading units.

The program involved 250 students distributed as described in Table 1.

Table I

Participation by Age and Grade

Number	Age	Per Cent	Grade Levels
40	8	16	2
40	9	16	3
40	10	16	4
40	11	16	5
40	12	16	6
40	13	16	7
10	14	4	8
250		100	

The stated objective of the project was that, given appropriate, interesting and challenging reading materials and equipment for reading instruction, approximately 80 percent of 250 students in grades two through eight would gain one month's growth for every month taught.

The project involved six certified reading teachers, one for each of the participating Title I schools. All six teachers have master degrees in their area of specialization.

Methodology

The 1970 Edition of the California Achievement test Level I and Level II were administered in September, 1973, and in May of 1974 to obtain both the pre- and post-test scores for the 250 students who were enrolled in the remedial reading classes of the six Title I schools.

The Reading Project utilized small group instruction (a ratio of one teacher to seven students), individualized instruction and a diagnostic teaching method which involved a teach, test and re-teach procedure.

The innovative feature of this program involved the use of cameras and tape recorders by students. It was felt that having pictures and tapes that were made in the student's home brought into the classroom would provide a basis for language expression and extension. This provided the student with topics that were interesting and familiar to him, and therefore more easily verbalized. Language experience stories were written by the student or instructor, typed and read by the student. This method assisted the teacher in getting to know the student so that standardized materials could be selected which would meet the needs of the student more thoroughly.

Additionally, tapes and films of the classroom were taken into the home for the purpose of making parents more aware of the reading environment and to add prestige to the school efforts of the student at home.

Evaluation

An analysis of the test results indicated that 77 percent of the students achieved one month's gain for one month taught in the program; 19 percent gained from four to six months growth during the eight month period from pre-test to post-test; and four percent regressed or showed minimal progress. Mean gain per calendar month was 1.7.

The project objective was obtained as the test analysis tends to reveal. However, attendance, emotional problems and adverse uncontrollable circumstances and conditions were some of the variables which might have influenced the lower quartile significantly. Underlying the basic objectives of the activity was the employment of new strategies and approaches to the reading process to alter the reading behavior of the pupils who were deficient in reading skills by one or more years. Concomitant with the students' improved reading skills have emerged improved self-images and closer relationships with peers.

The evaluation shows that progress was made by all pupils in attention to given tasks, completion of assigned tasks, responsibility to the group, self-control, consideration of classmates, wise use of time, positive and acceptable behavior patterns and a better understanding of themselves.

It was felt the program gave many of the students a time to study themselves, see their needs, find out that something could be done, and in most cases make a small beginning in correcting their problems.

The graded and varied diversified materials which were made available were helpful. Having many varied types of activities in which to participate (through reading activities and reading games) rather than just the basal test made this experience for the children not only effective but fun, as well. Skills, knowledge and attitudes of all participants showed a positive increase and indicated that marked growth was made.

Location: Grady County

Activity:	Tutorial and Laboratory Program
Term:	1973-74
Number of Children:	181 Tutorial, 183 Laboratory
Expenditure:	$240,527
School Personnel:	6 kindergarten teachers, 4 elementary teachers, 21 teacher aides, 1 supervisor, 1 director and 1 audio-visual technician

The target population for the 1973-74 Title I remedial reading program in the Grady County School System consisted of those students in grades one through five who scored low on standardized tests and performed below grade level in reading.

A two-pronged approach to reading problems was developed and implemented in the Grady County Title I reading program. The objectives were:

Eighty-five percent of all children identified as potential reading failures by scores made on standardized tests will finish the basal first reader successfully in 180 days under the direction of programmed tutoring aides.

Ninety percent of all children identified as severely retarded in reading based on scores obtained on standardized tests and from teacher observations will gain six months or more on standardized tests at the end of 180 days under the direction of certified reading specialists in a remedial laboratory approach.

Within the Grady County School System three schools were eligible for Title I services. A two-pronged remedial reading program which was designed to meet the varying needs of students was implemented in 1973-74. Phase I consisted of the tutorial approach and Phase II consisted of the laboratory approach.

Tutorial Program

The programmed tutoring approach to reading was initiated in the Grady County Title I schools in the Spring of 1972 with the assistance of consultants from the area cooperative educational services agency and local dedicated reading personnel. The tutorial approach to remedial reading instruction was selected because one-to-one attention is given to students experiencing reading difficulties.

Students in Title I schools in the first grade who scored below 40 and fell in the high risk category on the Metropolitan Readiness Test as well as a limited number of primary grade students who were non-readers or pre-primer level readers were selected for tutoring. A trained tutoring aide worked with each child 75 minutes daily on sight vocabulary, word attack, and comprehension skills. The programmed instructional materials consisted of the Harper-Row Programmed Tutorial Program where each tutor instructed each child on his reading level utilizing positive reinforcement techniques.

In March, 1974, 173 students were receiving tutorial assistance from 12 aides in Southside, Northside and Washington Schools. Each tutor completed a weekly progress report on the number of students reading at every level and classroom teachers were kept informed of their students' skill strengths and weaknesses.

The tutorial program which Grady County utilizes was developed by Dr. Douglas G. Ellson of Indiana University. William Raspberry in his "Potomac Watch" column in the Washington Post of March 16, 1970, stated how the tutorial technique works: "A poor reader is asked to read a simple sentence. The tutor has been instructed on exactly what to do for every possible response. If the child reads the sentence correctly, he is praised (reinforced) and moved on to the next unit. Missed words are first isolated physically (in a word list) then psychologically (in the sentence). If the child still cannot read them, he is taught those words, then taken back to the orginal sentence until he can read it. Success is emphasized; failure is not. Failure simply serves as a signal to the tutor for the next step...Dr. Ellson thinks one reason his technique works so well is that it demands a good deal of verbal communication between pupil and tutor, communication that is based on printed words."

Additional on-site consultive services were rendered by Dr. Phillip Harris of Indiana University. An unexpected visit to Cairo from Dr. Ellson, the developer of the tutorial program, indicated interest in Grady County's tutorial efforts in reading.

Laboratory Program

During the 1973-74 school term, the Grady County School System utilized the services of four Title I Reading Specialists working at

Southside, Northside and Washington Schools. The four teachers instructed 183 students selected from grades two to five in a remedial reading program utilizing an individualized laboratory approach.

Each Title I reading laboratory was equipped with instructional media, audio-visual viewers, trade books and various other learning aids. Certified reading specialists worked with students individually and in small groups with eight to twelve students scheduled for 30-45 minutes per day for instruction. Each teacher worked with 50 to 60 students daily.

In order to implement a remedial reading program which is diagnostic and prescriptive, the Stanford Diagnostic Reading test was given to determine areas of skill needs and to obtain a grade level for each student. A quick vocabulary test, the Slosson Oral Reading Test (SORT), was administered to check sight word ability and to note any discrepancy between vocabulary and comprehension achievement. An Informal Reading Inventory (IRI) was given to verify reading ability and to assure independent instructional success.

As part of the remedial reading program, an individually administered intelligence test score was obtained for each student. Most of the reading teachers used the Peabody Vocabulary Test or the Slosson Intelligence Test to obtain this score. Utilizing these tools, the reading specialists calculated reading expectancy so that a program could be designed to enable each student to reach his potential.

There were a number of instructional "machines" that the children could operate which facilitate a prescriptive approach for individualized instruction. The Hoffman Reader allows several pupils to see and hear a story, check their comprehension and word attack skills, while at the same

time it motivates reading. Language Masters allow the child to see, hear, and practice words or short phrases needed for remediation. The teacher often made the card which the student placed in the machine. Reading teachers used filmstrip projectors in an all-out effort to bring appeal and needed skill reinforcement to students who had placed at least two years below grade level as determined by standardized tests.

The remedial reading teachers in the Title I program worked diligently on extending limited vocabularies. In January the SORT was readministered to note student gain and in June the entire test battery of standardized and informal tests was given to evaluate the total remediation of each student.

Evaluation

Of 122 pupils in the first grade who participated in the tutorial program, 69 progressed to the first reader and 22 more completed the first reader. Seventy-five percent of those pupils who scored the lowest on the standardized readiness test and received tutoring were promoted to the second grade. At Southside Elementary, the district's largest elementary school, only 11 Title I students were retained in 1974 after participating in this program compared to 24 retained in each of the two previous years.

In the fifth grade, of 48 non-readers or preprimer level readers enrolled in the tutorial program, 28 completed three years of remediation, 13 finished a two-year program, and seven achieved a one-year gain.

Mid-term progress in the laboratory program in January showed that 28 students or 15.3 percent attained as much as three months improvement in vocabulary, 59 students or 32.3 percent gained four to six months, 59 students or 32.3 percent gained from seven to nine months, while 37 students or 20.2 percent made over one year's improvement in vocabulary since entering the reading program in September. Post-test progress in May on the Slosson Oral Reading Test (SORT) administered to second graders showed an average gain of 1.4 years. Third graders at Southside progressed 1.8 years and Northside students gained 1.1 years. Fifth graders at Washington showed 1.3 years gain on the SORT.

In September 42 third graders at Southside were below grade level in vocabulary, but in May after remediation only nine remained below. In second grade 33 students placed below grade level and in May only six remained below. In the third grade at Northside, out of 29 who were below grade level in September, only 13 remained in this group in May. In the fourth grade, 14 started below grade level but in May only nine failed to make grade level. Washington fifth graders started with 45 students below grade level in September, but by May only 14 were in that category. Comprehension gains as measured by the Stanford Diganostic Reading Test showed from six to nine months gain for the 183 Title I students.

Students in the Grady County School System greatly benefited from the Title I Remedial Reading Program. Evaluations of student participants indicated improvements in reading performance.

For those children who were high risks in the first grade, tutoring has made a profound impact on a negative prognosis in reading. Through a well-planned program, remedial reading needs of identified educationally deprived Title I students were met in Grady County.

Location: Muscogee County

Activity:	Tutorial Program
Term:	Summer, 1974
Number of Participants:	1,136
Expenditure:	$233,263
School Personnel:	65 elementary teachers, 8 secondary teachers, 32 teacher-aides, 10 supervisors, 1 director, 1 testing person, 10 clerical personnel, 8 custodial personnel, 1 delivery driver

The Muscogee County School District has conducted a Summer Tutorial Program for educationally deprived students from Title I target school attendance areas during each of the past six years. Each of these programs was innovatively different in regard to the method of program implementation and instructional organization. However, each program had a similar objective of raising the level or rate of skill development necessary for improving the academic achievement of the educationally deprived students within the Title I target population. Philosophy and assumptions regarding the learning process in this innovative instructional program can be stated as follows: Each student must be viewed as a unique individual possessing different propensities for progressing in the academic disciplines of reading and mathematics.

The objectives of this project can be summarized as follows: To diagnose specific deficiencies in the basic skills necessary for progress in the areas of reading and mathematics of educationally deprived students and to remedy the identified deficiencies through a program of

individualized diagnosis and remediation. Students participating in this program were expected to exhibit growth in reading and mathematics achievement above their previous rate of progress as measured by standardized tests administered at the beginning and end of the project period. The criterion referent established to assess the degree to which the project objectives were met was that the project participants as a group would exhibit a growth rate in academic achievement of six months during the project period as measured by standardized tests of academic achievement.

The Summer Tutorial Program was designed for low-achieving students from the Title I target population who were functioning at an achievement level in reading or mathematics of at least one year below their enrolled grade level and who, in the opinion of teachers, exhibited a potential for higher levels of performance. Specifically, the criteria for selecting project participants were as follows:

> The student should have exhibited average to low average academic ability as measured objectively by standardized tests or subjectively by teacher opinion.
>
> The student was performing at least one year below grade level in academic achievement.
>
> The previous performance of the student indicated that the student had not acquired the basic skills necessary for academic success in the regular classroom setting.
>
> The student should have exhibited a low level of motivation toward the academic activities in the regular classroom setting.
>
> The parents of the students were contacted in an effort to elicit their cooperation in assuring regular attendance of the student and to inform them of their responsibilities in helping the student in the home setting.

The instructional organization in each center was designed to provide each teacher and teacher aide with the flexibility to create a learning environment which would assure adequate student-teacher interaction and to facilitate the program activities necessary for individual diagnosis and remediation. Each instructional module consisted of one professional teacher, one teacher aide and five students. Each student received one hour of individualized instruction which was developed through the initial process of individual diagnosis in basic skills weaknesses and the subsequently developed individualized program of remediation. In addition, each student was provided with one hour of related activities designed to provide for the expression of individual interests. The related activities also included emphasis on the improvement of vocabulary skills. Each instructional module was equipped with a variety of programmed materials which covered a broad range of reading levels, developmental skills, tasks and areas of reader interest. The Hoffman instructional materials in reading and mathematics constituted the major components of each instructional module.

Each teacher and teacher aide worked cooperatively in assessing the individual academic skills strengths and weaknesses of each student. As a result of this process, an individualized program of remediation was developed for each student. The instructional organization allowed for continuous communication and feedback between the teacher, the teacher aide and the student in an effort to systematically evaluate student progress and to modify the program of remediation according to the developmental demands and observable needs of the student. This organization provided for immediate reinforcement of learning and provided the student with a controlled learning environment in which he

could apply newly acquired skills in an interesting and non-threatening environment. Consequently, only rewarding and successful experiences were provided for each student--there was no opportunity for failure or peer competition. In the related activities there was an opportunity provided for peer interaction and student-teacher interaction which was designed to provide a mutual sharing of success experiences. The composite of the activities in each instructional module was designed to raise the motivational level of each student in order to free the student to progress at a developmental rate commensurate with his own unique abilities.

Evaluation

The program of remediation in reading and mathematics was evaluated objectively by the use of standardized achievement tests administered on a pre-test and post-test basis. The program was also evaluated by the use of individual student progress charts. These charts were designed to record the progress of students as they mastered the skills presented to them on the Hoffman skill building materials by level and according to the individualized plan of instruction.

The effectiveness of the total program was evaluated subjectively by eliciting teacher opinions to items on a teacher questionnaire, by eliciting responses to a questionnaire designed for principals and by eliciting responses to items on a student questionnaire.

In general, individual student progress was evaluated continuously by the teachers in order to assure that the individually prescribed program of remediation continued to be relevant to the level of readiness of the student. The process was designed with the flexibility necessary to respond to day-to-day changes observed in the performance of students.

Standardized achievement tests were administered as an independent measure of student progress and to generate data for program assessment and research purposes.

The general objective of the Summer Tutorial Program-1974 was to diagnose specific deficiencies in the basic skills necessary for progress in the areas of reading and mathematics of educationally deprived students from the Title I target population. The criterion referent was that the project participants as a group would exhibit a growth rate in academic achievement of six months during the project period as measured by standardized tests.

The total sample of students achieved a mean grade equivalent score change in reading of plus seven months during the project period. The total sample of students achieved a mean grade equivalent score change in mathematics of plus six months during the project period. In terms of the stated objective, the program was successful.

On the objective level, growth in reading and mathematics achievement occurred. Further, the observed growth of the students in reading and mathematics satisfied the requirements of the stated objectives. To assess the success of this program solely on the basis of standardized achievement tests would be to overlook the more important subjective components of the program which can be defined as the process or program variables and the teacher-learner interactions that provided the environment in which learning could occur and be observed. To support this contention, a study of the results of the evaluation lead one to conclude that teachers, teacher aides, and principals and students agreed that a positive and non-threatening learning environment did exist.

The degree of success of this program from a subjective and objective view supports the hypothesis that low achieving students can learn

developmental tasks and acquire academic skills at a more rapid rate than they have previously experienced or exhibited.

Finally, this program demonstrated that alternative methods of instruction can be conceptualized, planned and implemented which can result in helping educationally deprived or low-achieving students learn the developmental tasks and basic skills necessary for a rate of growth in academic achievement above their previous rate of progress.

Summary

Participation:

Title I programming emphasis in Georgia is increasingly oriented toward basic skills. Of the total "participation units" 68% were involved in English/Reading, Mathematics and Preschool activities. No other activity received as much as 1% of the participation total.

Two services, Food/Transportation/Clothing and Health Services, accounted for 29.7% of the participation total. No other service accounted for as much as 1% of the participation total.

Expenditures:

English/Reading activities accounted for 62.8% of Title I expenditures, Mathematics 16.5% and Preschool 15.5%, totaling 94.8% among them. No other activity or service received as much as 3% of the total expenditures.

Preschool activities received the highest concentration of financial effort, with $5,957,717 expended on 11,872 participants, an average of $501.83 per participant.

Evaluation:

LEA attempts at evaluating Title I programs varied widely in quality. Many local systems lacked the necessary technical expertise to carry out rigorous evaluation procedures. Among local systems that did both evaluate with some degree of expertise and achieve positive results, Union, Chatham, McDuffie, Lee, Rockdale, Grady and Muscogee stand out.

On the basis of local perceptions of success expressed on a four-point scale the following statements can be made.

1. Of all activities/services, 91.2% were considered successful or very successful.

2. Media received the highest success rating; Library was rated second, Food/Transportation/Clothing third, and Preschool fourth.
3. English/Reading, Mathematics and Preschool, three activities of particular interest since they ranked highest of all activities in participation and total expenditures, all ranked in the lower half of activities/services according to minimum expenditures at the highest success level. That is, they cost more per participant than most of the other activities/services. There is some indication that the severity of the disadvantagement and the expense involved in attempting to alleviate it are important factors on the above observations.
4. The least successful objective type, according to LEA perception, was Skill Improvement. This is significant since the majority of all activities dealt with this objective. One possible explanation is that over ambitious goal setting for activities related to this objective pre-determined a less-than-anticipated success level when objective evaluation methods were applied.

Beyond the basic descriptive statistical data concerning the 1973-74 Title I program in Georgia, there is evidence of effective, innovative programming efforts. The statewide evaluation unit of the State Department of Education receives an increasing number of requests for assistance from LEAs, which reflects an interest and a desire to implement more sophisticated and individualized program and evaluation approaches. The goal of greater concentration of educational effort with disadvantaged children is becoming more and more a reality in Georiga schools.

Recommendations

In order to allow local systems maximum flexibility, the State Department of Education has not set forth standard evaluation methods and procedures for local systems to follow. Instead, local systems have been encouraged to use and report evaluation efforts appropriate to their individual program operations. Through the years, local systems in general have gained expertise and become more sophisticated in the evaluation methods they employ. Nevertheless, some broad recommendations for improving evaluation of Title I in Georgia can be made.

Recommendations:

1. Title I programs in Georgia should be continued. LEAs see themselves as benefiting from Title I activities. Ninety-one percent of all activities/services were considered either "successful" or "very successful." In addition, the proportion of unsuccessful programs decreased by almost half from 1972-73 to 1973-74. Whereas in 1972-73 unsuccessful activities accounted for 15% of the total, in 1973-74 that percentage had dropped to 8.8% of the total. This might suggest that the results of local system evaluations are being applied to improve the following year's programs.

2. The concentration on the improvement of basic skills for students should be increased. Of the 623 activities/services rated successful or very successful, almost two-thirds (63.7%) were in the basic skills areas: English/Reading, Mathematics and Preschool. These basic skills areas represented a larger percentage of the total number of activities/services in 1973-74 than in the previous year and, at the same time, a higher over-all level of success as perceived by local systems. Despite this perceived "higher level of success,"

school systems should be encouraged to examine closely the reading and mathematics programs in their schools. Many factors in addition to the direct teaching of skills in the classroom can affect success in the areas of reading and mathematics. These factors should be identified and taken into account in planning programs for improvement in these skill areas.

3. LEAs should strive for more formal, more formative evaluation efforts. This is particularly applicable in the basic skills areas. The evaluation design should be determined at the time the objectives are selected in order to evaluate effectively for the achievement of these objectives. The design should provide for continuous on-going evaluation throughout the project. At the outset of the project, formal evaluation procedures should be outlined in detail and these procedures followed during the course of the project. If, at any point in the operation of the project, evaluation shows that the project is not being successful, or that the project has already succeeded in meeting its objectives, the objectives should be carefully analyzed and new, more appropriate objectives adopted for the remainder of the project term.

4. Compensatory aid to education should be continued on the basis of three-year funding segments, rather than the present one-year segment. This would give LEAs the chance to make Title I activities an integral, substantive part of their program. Evaluation of such three-year periods of effort would be more meaningful in determining whether Title I-financed experiences really made a difference in the disadvantaged child's education progress.

APPENDIX A

EVALUATION OF PROJECT OBJECTIVES
FY 19___ ESEA TITLE I EVALUATION REPORT

1. School System _____

2. Person preparing this report _____ Phone _____

3. Objective _____
_____
_____
_____
_____

4. Activity(s) _____

5. (Check one) _____ Regular School Term Project
_____ Summer School Term Project

6. Number of persons participating in the instructional and service activities for the purpose of achieving the objective stated above.

Public School Participants							Non-Public School Participants Grades 1-12
Pre-K	Kdg.	1	2	3	4	5	
6	7	8	9	10	11	12	
Parents of Eligible Children		School Personnel					

7. Amount of Title I funds expended to accomplish this objective (estimated).

Title I, Part A _____
Title I, Part C _____
Total (A & C) _____

8. Amount of funds expended from any source **including** Title I which represents your best estimate of the cost of the program (estimated). _____

CONTINUE ON TO ITEM 9 ON THE BACK OF THIS SHEET.

Do not write in this area

SYS CODE	Obj. ID	TE RM	Level	Area	Outcome
___ ___ ___	___ ___ ___	___	___	___ ___	___ ___

Funds A	Funds B	Program Cost
___ ___ ___ ___ ___	___ ___ ___ ___ ___	___ ___ ___ ___ ___ ___

DE Form 15, March 1973

9. Data which indicate the extent to which the stated objective was met (continue this section on white, 8½ x 11 paper if additional space is needed). Be certain to include the means of evaluation which was used, that is, the name of any test or other instrument. If the instrument is not standardized, include a description of the evaluation technique.

10. How successful was the project in meeting the stated objective?

unsuccessful _____ somewhat successful _____ successful _____ very successful _____

11. How relevant is the evidence presented above in documenting the successfulness of the project in meeting the stated objective?

not relevant _____ somewhat relevant _____ relevant _____ very relevant _____

APPENDIX B

Monitoring Reports

A monitoring report form was devised jointly by Title I Administrative staff and staff from the Evaluation Unit of the State Department of Education and used for the first time during FY 73 by the Title I area consultants. A copy of the monitoring report form, revised since 1973, with a summary of the responses for 188 systems throughout the state follows.

Responses considered appropriate were given for an overwhelming majority of the items. For example, all systems are using current data sources and acceptable methods to determine the number of eligible children. Also, 100% of the systems are documenting the needs of children and providing services to children with the greatest needs. And, again in 100% of the systems, stated objectives are being effectively addressed and are appropriate, and Title I expenditures for equipment, materials and supplies are related to those objectives. Appropriate bookeeping and bank accounts are maintained in 99% of the systems.

In the area of certification, all systems indicated that all professional staff members have valid certificates. All systems for which the item was applicable (162 of 188) reported that all Title I - funded aides and paraprofessionals are licensed in accordance with the State Board of Education policy. Title I staff are on the same salary schedule and receive the same benefits as non-Title I staff in all systems.

In all 188 systems equipment is properly identified, and distribution and use are controlled in 100% of the systems. Equipment is reported to be in good repair in all the systems; a procedure for insuring needed repairs exists in 100% of the systems, and equipment is secured from theft in all systems, as well.

However, in 45 systems (24%) not all equipment valued in excess of $100 has been insured. Only one system was found to not have adequate equipment available for use in Title I activities, and one did not have adequate supplies and materials available at the time of need. In all systems, supplies and materials are used only for Title I children and Title I activities.

Parent Advisory Councils met at least four times a year in 100% of the systems and membership was current as listed on the application in 100% of the systems, as well. There is evidence in almost all systems (186) that parents of Title I participants are involved in designing, planning, implementing and evaluating the project.

In all systems it was found that all Title I teachers taught in the school as approved in the application, and that all teachers taught Title I children as assigned in the applications. Of the systems for which the item was applicable, 100% reported that all Title I aides and paraprofessionals worked only in activities set forth in the application. In-service training for professional and paraprofessional personnel is on-going in all systems.

All systems were found to have a current list of educationally deprived children participating in each activity and service, and in all systems every teacher with Title I children had a current list of those children.

In 43 systems (23%), revisions in program operation necessitated amendments of projects by local superintendents.

MONITORING REPORT
TITLE I, ESEA
for
Fiscal Year 19 74

School System | Superintendent

FY 74

Date | Title I, ESEA Area Consultant's Signature

Project Term:

Regular X

Fiscal Records

1. The system has official records which document the fact that it is maintaining State and local fiscal support for education (average per pupil expenditure from non-federal funds and those federal funds for which the system does not give direct accounting to the State Department of Education or Federal government). Yes 188* No 0

2. The system has official records which document the fact that it is maintaining comparability of services from State and local funds and any federal funds for education for which the system does not give direct accounting to the State Department of Education or to the federal government. Yes 188 No 0

3. There is evidence that Title I, ESEA funds are used to supplement activities and supportive services. Yes 188 No 0

Eligible Attendance Areas

4. The source of data used to determine the number of children from low-income families for establishing eligible attendance areas is current Yes 188 No 0

5. and represents a method which is acceptable in light of the Title I, ESEA guidelines and regulations. Yes 188 No 0

Needs Assessment

6. The specific needs of specifically identified, educationally deprived children are documented and priorities are determined. Yes 188 No 0

7. There is documentary evidence which indicates that the list of specifically identified, educationally deprived children receiving services are the children with the greatest needs. Yes 188 No 0

Objectives

8. Based on the activities observed during the visit, the objectives stated in the application are being effectively addressed. Yes 188 No 0

9. There is documentary evidence which indicates that the stated objectives are appropriate for addressing the most critical

*Responses may not total 188 due to either no response or a "not applicable" response for some systems.

needs of the severely educationally deprived children of the identified target population. Yes 188 No 0

10. Equipment, materials and supplies purchased with Title I, ESEA funds are clearly related to achieving the project's objectives. Yes 188 No 0

Number of Children Served

11. The number of educationally deprived children served in this project is small enough that significant results may be expected of the participants (no more than 20 children per teacher per class period). Yes 188 No 0

12. The total number of educationally deprived children served in this project is a number no more than the quotient obtained from dividing one-half of the per pupil expenditure of the previous year into the amount of Title I, ESEA funds requested for use in this project. (Pre-kindergarten and kindergarten programs are exceptions). Yes 188 No 0

Banking, Accounting and Other Records

13. Title I, ESEA accounts are separate from all other accounts. Yes 188 No 0

14. There is separate accounting for Part A funds, carry-over funds and Part C funds. Yes 188 No 0

15. Title I, ESEA funds are maintained in a bank account separate from funds of all other sources. Yes 186 No 2

16. The system maintains all necessary Title I, ESEA documents and records in a way that ensures their safety and accessability. Yes 188 No 0

Certification, Licensing, In-service Training and Assignment of Title I, ESEA Staff

17. The superintendent has on file documentary evidence that all professional staff members (teachers, supervisors and administrators) have valid certificates and that each is certified for his or her field of work in accordance with the State Board of Education policy. Yes 188 No 0

If no:

The number without certification in the assigned field of work is _____

18. Each Title I, ESEA paid teacher is teaching in the school as approved in the project application (document by payroll) Yes 188 No 0

19. and is teaching assigned children as approved in the application. Yes 188 No 0

20. The Title I, ESEA staff members are paid on the same salary schedule as are non-Title I staff for the same certificate, years of services, and type of work. Yes 188 No 0

21. The Title I, ESEA staff is paid or provided the same benefits as those provided for the non-Title I staff (this includes aides and para-professionals). Yes 188 No 0

22. Each Title I, ESEA paid aide and paraprofessional is licensed in accordance with the State Board of Education policy — Yes 162 No 0

23. and is supervised by a certified teacher who is paid from Title I, ESEA funds. — Yes 155 No 0

24. Each Title I, ESEA aide and paraprofessional is working only in activities and/or supportive services as set forth in the approved application. — Yes 158 No 0

25. There is documentary evidence that an "on-going" in-service training program for all professional and paraprofessional personnel appropriate to the scope and objectives of the project is in progress. — Yes 188 No 0

Equipment Inventory, Repair, Insurance and Security

26. All equipment valued in excess of $100 is properly identified. — Yes 188 No 0

27. There is a systematic procedure to control equipment distribution and use (to include the equipment provided non-public schools). — Yes 188 No 0

28. An equipment accounting system that is current and provides adequate control is maintained in the central office, the principal's office and/or in the classroom or where such equipment is used. — Yes 188 No 0

29. Generally, all equipment is in good repair. — Yes 188 No 0

30. There is documentary evidence of a procedure for insuring timely repairs as needed. — Yes 188 No 0

31. All equipment valued in excess of $100 is insured. — Yes 143 No 45

32. All equipment is reasonably secure from theft. — Yes 188 No 0

Parent Advisory Councils

33. Title I, ESEA Parent Advisory Council meetings are held at least four times per year. — Yes 188 No 0

34. Minutes of each meeting are on file and available for review by the general public. — Yes 188 No 0

35. The membership of the Parent Advisory Council is current as listed on the Title I, ESEA project application and is composed of more than a simple majority of parents who have children participating in a Title I, ESEA funded activity (parents of children who serve as aides or teachers in the Title I, ESEA funded program cannot be included in the simple majority). — Yes 188 No 0

36. There is documentary evidence that parents of children participating in Title I, ESEA activities are involved in the planning and designing of project activities, — Yes 186 No 2

37. are involved in the implementation and operation of the project, — Yes 186 No 2

38. and are involved in the evaluation of the project. — Yes 186 No 2

Dissemination

39. There is documentary evidence that factual information concerning the project is disseminated — Yes 188 No 0

TO:

13 local school system professional staff
9 parents of Title I participants
37 the news media
28 local Parent Teacher Associations
42 local civic group
59 and group beyond the LEA boundaries

Evaluation

40. The system has on file a copy of the previous year's local system evaluation of the Title I, ESEA funded activities. — Yes 188 No 0

41. There is documentary evidence that evaluation activity is planned — Yes 188 No 0

42. and is appropriate to the objectives of the project activities — Yes 188 No 0

43. and is at that point in its implementation as called for by the plan in the application. — Yes 188 No 0

Activities, Supportive Services, Pupil Accounting and Class Size

44. Each instructional activity in the project is serving a number of children no greater than the number approved in the application. — Yes 188 No 0

45. Supportive services are provided only for those children who are participating in an instructional activity. — Yes 150 No 0

46. In each Title I school a current list of specifically identified, educationally deprived children participating in each instructional activity and provided supportive services is available at the system level as well as the local school level. — Yes 188 No 0

47. Each teacher under Title I has a current list of specifically identified, educationally deprived children under her care and is serving no more than 20 children per class. (aides are not included in the pupil-teacher ratio) — Yes 188 No 0

Availability of Equipment, Supplies and Materials

48. Adequate equipment is available for use in the Title I, ESEA funded instructional activities. — Yes 187 No 1

49. Adequate supplies and materials are available at the time of need. — Yes 187 No 1

50. All equipment, supplies and materials are being used in Title I, ESEA funded instructional activities. — Yes 188 No 0

Operation of Title I, ESEA Materials Center

51. Utilization of any materials center is exclusively reserved for activities identified in the application and only specifically identified, educationally deprived children designated as Title I, ESEA participants are served. — Yes 188 No 0

Travel Documentation

52. There is documentary evidence that travel is being paid to the appropriate personnel as approved in the application and in accordance with State Board of Education policy. Yes 160 No 0

Status of Amendments

53. Revisions in program operation necessitates the local superintendents amending his project. Yes 43 No 145

Remarks and Comments about the Project by Items

54. Identify the specific item by its number and indicate what corrective action should be taken, if any (include any other appropriate remarks of record).